World Learning/ Ethiopia   **USAID/Ethiopia**

USAID Basic Education Strategic Objective (II)

Community-Government Partnership Program

(CGPP)

School Development Agent (SDA) Training:

A Guide for Facilitators

July 2004

Addis Ababa

Principal Author:

       Tahir Gero
       Training Director
       World Learning/Ethiopia

First Edition
July 2004, Addis Ababa

Acknowledgement

TABLE OF CONTENTS

Preface

We believe that the approaches used in this manual have applicability to a wide range of activities that are intended to mobilize communities to take meaningful actions to improve the quality of their lives. As some background to provide an additional context to use of this manual, readers should be aware that both the BESO I Community-School Activities Program and its successor, the BESO II Community-Government Partnership Program, make use of a structure of small matching grants, in which communities make their own contributions – in cash, in kind, or in services – as a match for financial assistance provided through USAID.

BESO I was implemented in the Southern Nations, Nationalities, and Peoples Regional State of the Federal Democratic Republic of Ethiopia. BESO II was expanded to include the Amhara Regional State and the Benishangul-Gumuz Regional State as well. All told, both projects will have involved parents, educators, other government officials, and other stakeholders in over 2,000 communities ranging from neighborhoods in regional capitals to remote villages.

List of Acronyms

BESO	Basic Education Strategic Objective, a USAID funded project to improve Quality and Equity in Primary Education in Ethiopia
CGPP	Community Government Partnership Program
CSAP	Community Schools Activities Program
SDA	School Development Agent
REB	Regional Education Bureau
WEO	Woreda Education Office
KETB	Kebele Education and Training Board
PTA	Parent-Teachers Association
SIA	School Incentive Awards

Training for School Development Agents (SDA)

1. Introduction

The U.S. Agency for International Development/Ethiopia Basic Education Strategic Objective II (BESO II) Community Government Partnership Program (CGPP) is a program to support improvement of the conditions of primary education in Ethiopia. The focus is on improving quality and equity in education through strengthened and increased community support, along with a strong link with local government educational agencies. The BESO II CGPP is a five-year project being implemented in eight regions of Ethiopia namely the SNNPR, Amhara, Benishangul-Gumuz, Oromia, Afar, Somali, Gambela and Tigray regions. Three contracting agencies with funding from the United States Agency for International Development (USAID) are responsible for project implementation. These are World Learning/ Ethiopia, Save the Children USA, and the Tigray Development Association. Out of the eight BESO II Implementation regions, World Learning/Ethiopia is implementing the program in the SNNP, Amhara and Benishangul-Gumuz regions.

Training, workshops, and on-going technical support in the field are the major capacity building activities, which aim at strengthening local capacity to implement and sustain the project. SDAs are experienced primary school teachers and/or headmasters who have been seconded to BESO II CGPP to implement the project at school and woreda level. SDAs require initial training to enhance their technical and professional capacity to offer schools and the community level organizations support they require to implement school improvement plans.

Therefore, the purpose of this training is to enable SDAs to provide in-depth technical assistance to schools and the communities in improving the conditions of participating schools in target regions. The scope of the training focuses on stimulating practical grassroots community participation, problem identification and prioritization, development of project plans, monitoring and follow-up activities and problem solving skills and methods. One week of classroom training is followed by two or three days of field exercises in school settings to enhance transfer of training to school problem solving.

Since SDAs are experienced primary school teachers and head teachers who come from the district to which they are assigned, contributing their lifelong work and personal experience is an important part of the training program. They have important knowledge of the context in which schools operate. As a result, the training focuses on specific learning activities that enhance problem-solving skills of SDAs. Participatory training methodologies which use discussions, dialogue; experience sharing, and problem solving are used to achieve the training objectives.

While this guide has been developed for BESO II CGPP SDAs, it is highly relevant for the training of woreda (district) and other local education staff to strengthen community participation in education and provide support for school- a key element of decentralization process. World Learning Ethiopia welcomes use of this guide by Regional Education Bureaus (REB), Woreda Education Offices (WEO) and other educators, since many of their concerns are similar to, and often closely related to, the concerns of BESO II CGPP. For other programs and even for school level projects, contents for a specific purpose could replace those related to BESO II CGPP and follow similar approach to train SDAs for that particular project and/or school improvement activity.

The first part of the guide contains a mandatory self-learning module for facilitators on facilitation skills. World Learning/Ethiopia strongly recommends that facilitators acquire facilitation skills and be able to use participatory training methodologies to effectively facilitate training and workshops and/or community meetings and discussions. These skills are also valuable for SDAs whose primary responsibility is to provide technical support to PTA/KETB, schools and communities in facilitation of community level training and capacity building activities.

This guide is released as a first edition after testing in the field during the first implementation year (2002/2003) of BESO II CGPP and after obtaining comments and suggestions at the middle of 2nd year implementation. World Learning/Ethiopia appreciates future comments and suggestion on the usefulness of this Guide.

2. Self Learning Module: Facilitation skills

Objective: To discuss the skills needed to facilitate discussions, training and community meetings for school improvement.

Activity 1

Principles of adult learning and facilitation

1. List key qualities or behaviors of a trainer and those of a facilitator. Make a chart like the one below in your exercise book.
2. What do you see as the differences between the two?
3. Can you think of times when training is needed more than facilitation? What are they and explain why you think that?

School Orientation workshop Assosa, Benishangul Gumuz

Facilitator's Note

Principles of Facilitation

The facilitator:

- Orients the groups towards the generation of knowledge. That is, he/she helps groups to make lists, categorize issues or strengths, and develop solutions to problems
- Makes sure that all participants are safe from negative judgments by others. For example, the facilitator asks participants not to criticize personalities.
- Helps people express themselves well. For example, if a participant is unclear, the facilitator will ask questions that help clarify the participants position;
- Summarizes and reflects to the group what the individuals and groups collectively are saying. For example the facilitator records participant's suggestions on a flip chart or makes a verbal summary of what several participants have said.
- Understands the "group energy" and is flexible in dealing with it. For example if a group is excited about an idea or ready to offer some solutions the facilitator may allow the "group energy" to lead the way, even though something different may have been planned.

Adapted from Gardner, B, Baranick, A. and Rugh A. (2003) **In my Classroom**, USAID, Washington, DC

Activity 2

WHAT MAKES A GOOD FACILITATOR?

1. On your own, think back to a workshop or class that you attended where you learned something new. List all the ways in which you changed throughout the workshop or class.
2. With a group of colleagues, make a list of the qualities of a good facilitator
3. Now with your colleagues, make a list of things to avoid when facilitating a group.

Facilitator's Note

Qualities of A Good Facilitator

- Guides discussion
- Provides good questions
- Promotes dialogue
- Does not necessarily promote own ideas or opinions, although they can be offered where it is appropriate
- Interested in having participants solve problems rather than providing solutions to problems
- Focus of the activities of a facilitator is on the group activities not the facilitator
- Keeps participants on task
- Offers strategies for carrying on in group work
- Ensures that participants are safe from personal attacks
- Tries to show ways that all can benefit
- Provides opportunities for all to participate

Other traits of a facilitator

- A warm personality, with an ability to show approval and acceptance of trainees.
- Social skills, with an ability to bring the group together and control it without damaging it.
- A manner of teaching, which generates and uses the ideas and skills of participants.
- Organizing ability, so that resources are booked and logistical arrangements smoothly handled;
- Skills in noticing and resolving participant's problems;
- Enthusiasm for the subject and capacity to put it across in an interesting way;
- Flexibility in responding to participant's changing needs;
- Knowledge of the subject matter.

Activity 3

Qualities of a Good Facilitator

1. With a group of colleagues, discuss each of the qualities of a good facilitator. For each of the qualities listed, you and your colleagues may answer or carry out the following activities:
   - What does each quality mean to you?
   - Give an example of how a facilitator would demonstrate each quality in a workshop in your location
   - Develop and present a short role-play to demonstrate each of the qualities
   - Demonstrate what NOT to do as a facilitator. Hold a discussion after each role-play.

To be a good facilitator requires time and experience, and learning by doing is the best way. The most effective trainers and facilitators have a range of key characteristics. See notes below.

As a facilitator:

1) Get people to introduce themselves and try to make them feel relaxed;
2) Explain the subject matter and scope of the program and solicit the opinion of participants regarding their expectations;
3) Introduce the subject of each exercise and solicit participants' expectations. Remember, that participants are looking for a response to pressing problems, so the subject matter should be explicitly interconnected to local community needs;
4) Elicit the related experience of the participants on the subject of each exercise;
5) Explain approximately how much time you have and allocate sufficient time for discussion. Exercises are generally of limited duration and consist of a separate, self-contained unit. See if everyone understands;
6) Introduce ideas and questions. Do not enforce your views. Be sure to give participants plenty of opportunities to talk of their own experiences;
7) Your eyes, ears and voice are important. Maintain eye contact with participants. Be aware of your own voice --try not to talk too much or too loudly, but be sure everyone can hear you and other participants;
8) Be aware of fairness in calling on people to speak, for example, not favoring men over women, and not picking on the same people all the time and asking them what they think;
9) Do not get into arguments or allow arguments to develop. At the same time you should allow and encourage different opinions. Do not allow people to interrupt each other;
10) Be firm with dominant people and say that they should allow others a chance to speak;
11) Give people time to think and to explain what they mean;
12) Explain and summarize briefly when necessary, for example, with difficult words or concepts;
13) Check if people understand before going on to the next topic and allow for any further questions.
14) Be aware of your role. You are facilitating and not manipulating. There is a difference between manipulation and facilitation. Manipulation is trainer-cantered. You are in charge and everyone knows it. You yourself rarely learn. Facilitation is learner-centered. You are helping others to learn, and you will be learning too.

Activity 4

Developing Group Strategies

- With a group of colleagues, discuss other group strategies you know about or have tried in other workshops
- Write out each strategy and add to your list
- Develop a new strategy for group participation based on group strategies you know and those presented here.

Facilitator's Note

Strategies for facilitating groups

1. Brainstorming.

   Brainstorming is good for generating ideas from the group. Before starting brainstorming sessions:
   - Be clear about the issues or questions to be brainstormed
   - Record all ideas as they come up
   - Record the speakers exact words (or summarize with the speakers permission)
   - Accept all ideas
   - See each idea as a "fertilizer" for new idea
   - Sort out ideas according to criteria generated by the group
   - Avoid being critical of ideas

2. Response rounds

   Good for getting everyone to participate. Participants be given time to respond to question or exercise individually (quietly) in writing if necessary. Participants then respond one by one. If someone is not ready to respond, they can "pass." Continue until there are no more responses. Summarize each round if necessary. **DON'T IGNORE** the Women! All responses are recorded.

3. Buzz groups: allows all to participate. Give a clear task or topic to discuss. Divide large groups into subgroups of 2-5 people. Set time limit. Group chooses recorder and reporter. Have subgroups report to large group. Ask large group to sort out sub-group responses (e.g., common themes, similar responses, opposing responses, stellar ideas.

4. Group-centered discussion. In some group discussions, you can ask participants in the discussion to orchestrate the flow of the discussion. Instead of the facilitator or the "chair" calling on the next person, the last one to speak acknowledges the next speaker. This puts the emphasis on the opinions and ideas of the participants rather than on the facilitator.

Adapted from Gardner, B, Baranick, A. and Rugh A. (2003) **In my Classroom**, USAID, Washington, DC .

Some Ideas

Facilitation is the preferred approach in participatory methods. But manipulation (controlling the direction of discussions to meet objectives) should not always be seen as entirely wrong. You may combine facilitation with manipulation of training events, as, in many instances, only you know in detail what the final learning objectives of a particular exercise are and how best they can attained.

In most cases the trainer is the dominant figure at the beginning of the training and most trainees will expect guidance. Reasons for this may be:

▪ Unfamiliarity with the concepts, principles and methods.
▪ They may be apprehensive, skeptical or even uncertain about why they are attending the training.

At the early stage, you will have to direct the training to make the trainees feel at ease and create the right condition for learning. This is also the period when lecturing may be used to good effect in order to situate the training in its proper institutional and methodological context, and to set the stage for more interactive activities.

As trainees grow more comfortable with one another and with the overall process, group cohesion will increase and they will begin to assert their own authority over the training. You can then turn over the control to the trainees. This process is sometimes referred to as **decline of the trainer or even death.**

You can ask trainees timely question, or suggesting various group exercise, and using a range of dynamic methods of instruction, such as buzz groups and brainstorming sessions. It is also a good time to propose role-plays, detailed case studies and other activities, which require greater amounts of active participation and risk-taking.

As the training draws to a close, you will need to reassert authority over the participants once more. Some directions may be required to bring out key learning points and encourage the group to switch from action to reflection.

Please **DON'T IGNORE** the Women! (What do you mean by this? Give a brief example; make sure that you solicit the ideas of women as well as men etc.)

Activity 5: Feedback

1. Can you remember times when you ask questions and no one raised his/her hand to respond?
2. How can you respond if the answer is wrong?
3. What is the right time to provide feedback

Please write down your answers for the above questions and relate to the notes below

Facilitator's Note

Many adults find it difficult to recognize, or to admit that they have made a mistake, and even more difficult to unlearn it. They hide behind defensive reasoning, avoiding a confrontation with past experiences and misunderstandings, thereby blocking their own progress.

As a trainer, you will have to guide self-reflection and give feedback immediately, in order to address some of the mistakes from the past. There are five simple rules for giving feedback:

1. Give feedback as soon as possible. Do not wait until the error or success is repeated.
2. Limit comments to only two or three aspects of good or bad performance. There is a limit to how much we can absorb at any one time.
3. Don't immediately correct mistake yourself.
4. Give praise before offering negative comments. However poor the performance there must be something you can praise. Build-up participants' self-esteem.
5. Criticize the performance not the person. Whenever you offer feedback, make sure it encourages the participant to act upon it.

Some Ideas

Reporting out

* Inform groups ahead of time if they are going to report out to he whole group at the end of the exercise
* Give guidelines on what is to be reported
* Let participants know how much time they will have for reporting out and stay on the schedule;
* Make sure reporters are concise and clear
* Allow time for clarification
* If time is available, allow questions and discussions during and/or after each group
* If there is limited time and e ach group is reporting on the same topic or exercise, don't allow groups to repeat points that have been mentioned in previous groups

Adult in Training Session

Activity 6: Responsibilities of a trainer

1. What do you think your role is during training?
2. What are your key responsibilities as a trainer?
3. How do you see yourself in front of trainees?

Please write down your answers for the above questions and compare with the note below

Facilitator's Note

- It is important to de-mystify your role as a trainer. Unless the group understands your role, they will probably view you as an authority figure and will not see that they have to take responsibility for their own learning process. Keep reflecting back to the group their need to take responsibility for learning.
- Remember that you cannot expect to meet your own emotional needs while working as a facilitator.
- Being a facilitator does not mean that you are qualified to be a psychotherapist, either at the group or at an individual level. Take great care when participants reach out to you, either directly or indirectly, with their emotional needs.
- It is essential that the group understands what you are doing with them: what your goals are, how you expect to meet their needs, what you can and cannot give them, and how you are going to do it. It is the group's right to hold you accountable for what you do with them.

3. Objectives of SDA Training

In order to provide support to PTA/KETB, schools, and communities at the end of the training, SDAs should be able to:

- Discuss the critical issues regarding the status of primary education (of their region in general and their Woreda in particular) and identify major quality and equity problems and solutions.

- Discuss BESO II CGPP objectives, approaches, and strategies to primary schools improvement and apply them in their work.

- Identify their functions, roles and responsibilities as an agent of change for school improvement in their Woredas;

- Discuss strategies to improve girls' education and take actions to overcome them.

- Develop community mobilization strategies and take actions to encourage community participation in improvement of their schools.

- Identify the key roles and responsibilities of SDAs to effectively communicate with collaborators.

- Use the data gathering instrument for school baseline information and become familiar with WLE BESO II CGPP Monitoring and Evaluation System

- Develop simple project proposals and project plans for BESO II CGPP school improvement

- Identify the roles and responsibilities of collaborators and communicate with them to achieve project results.

- Define characteristics that make schools effective in addressing quality and equity of primary education

- Support schools and communities to incorporate HIV/AIDS prevention measures into their activities.

- Acquire knowledge and skills to develop work plans and prepare reports appropriately.

- Develop school problem solving capacity through classroom training and field exercise.

4. DAY ONE PROCEEDINGS

Session one: Getting Started (Introduction, Mood Setting, and Opening)

The purpose of this session is to present an overview of the workshop objectives, outcomes and participants' expectations. It is also to help participants get to know each other and become familiar with each other.

Time allotted 1½ hours

Content	Method	Duration
Ice Breaker	Discussion	30 minutes
Leveling of expectations	Discussion	45 minutes
Opening	Speech	15 minutes

Note the time allotted is appropriate for group size of 20-25 participants. As group size increases, more time may be required.

Objectives

By the end of the session, participants should be able to:

• Become more acquainted with each other
• Define the scope, objectives and expectations of the SDA training
• Establish a congenial atmosphere for active participation in the training

Note for the Facilitator:

There are several ways to introduce participants. You may use any way that would create a relaxed atmosphere.

Activity 1

Group Introduction

Steps

1. Tell trainees and other participants that before beginning the training, it would be helpful if participants become better acquainted with each other. This would establish a congenial atmosphere so that everyone feels encouraged to participate in the training.
2. Ask each participant to interview the person next to him/her. Tell SDAs to find out the following:

   • Name
   • Name of school where he/she comes from
   • Teaching and work experience
   • Marital status
   • Number of children
   • What she/he likes to do most
   • What she/he likes to do least

Allow 6-8 minutes for preparation

3. **Invite** everyone to read aloud what they have written (6-7) minutes

4. Conclude by saying that hopefully this exercise is only the beginning of the " getting to know" stage. It is also to encourage participants to be more perceptive and observant of other people.

Activity- 2

Leveling of Expectations

Method: Discussion
Duration: 45 minutes
Materials: Color Cards, Training schedule

Steps

1. **ANNOUNCE** that the purpose of this activity is to clarify for everyone the purpose of this training, so that everyone may know what to expect.

2. **ASK** each SDA individually, to write on the color card his/her expectations, as following:
   • From the training program
   • From resource persons/facilitators

3. **Ask** each SDA to read out what she/he has written, and paste the cards on the board. Invite other participants to comment or add to what was written.

4. **Circle** those items whereby this training is designed to address. Explain that this training may not address all those expectations and problems listed here.

5. **Distribute** the training schedule so that participants may know what to expect from this training. Integrate participants' expectations list into the training, wherever possible. Try to reach an understanding and agreement as to which expectations will be addressed by this training in introducing the objectives of the training (listed above).

6. **Discuss** with participants other administrative matters such as how they are going to be paid their per diem and similar points that may be raised by participants.

7. **Invite** a senior staff member to congratulate SDAs and open the training officially.

Session Two: The Status of Primary Education: Problems and solutions

Objective: at the end of this session, SDAs should be able to discuss critical issues regarding the status of primary education and identify the major quality and equity problems

Time allotted: 3½ hours

Content	Method	Duration
• Background to primary education in the target region/Zone/Woreda/School (depending on the purpose of the training) • School participation by zone & Woreda • Gross Enrollment Ratio/Participation rate (dis-aggregated by Gender) • Promotion rate, completion and dropout rate (disaggregated by gender) • Social, economic and cultural impediments prevailing in the region as barriers for primary school participation and specific actions to change the situation • Actions required by government and communities and other organizations to solve the problem	Presentation	45 minutes
Group Activity	Discussion and presentation	2½ hour

Group Activity/task-1

♦ What are the major problems of primary education in your school?
♦ What specific solutions would you recommend to overcome/ alleviate the problems?

♦ Who are the key local institutions that have to be involved in the effort?

♦ Discuss what you see in the following picture and the implications for quality education?

Note for Facilitator

Problems differ from woreda to woreda, school to school and even from village to village and participants may have many different opinions and perceptions. Try to include perceptions of education officials, parents and other community members, to help participants take specific actions

Group work presentation

Major problems	Actions required to solve the problems	Institutions/responsible bodies (Kebele, Idir[1], religious institution, school, etc)
A.	1. 2. 3.	
B.	4.	

---

[1] A traditional support system in Ethiopia. Idir is basically a burial association

Session Three: SDAs as Change Agents: Panel Discussion for Sharing Experience

Objective: At the end of the training SDAs will be able to identify their major functions, roles and responsibilities.

Method: Panel discussion

Time: 2 hours

Activities for facilitator and trainees

- Prepare 4-5 experienced SDAs and ask them to get organized in advance to share their experience for new SDAs.
- Introduce participants to each other before the beginning of the session.
- Pose questions to panelist on what they have experienced as an SDA.
- Encourage trainees to raise questions/raise discussion questions yourself to help clarify important points.
- Summarize, explaining key areas of responsibilities of SDAs. (Please refer to the following duties and responsibilities of SDAs and guide discussions.)

Discussion Questions

- What have you accomplished as a School Development Agent?
- What were your major functions in your Woreda?
- What have you done with WEO, PTA and KETB and school community?
- How do you mobilize communities for school improvement?
- Why is it important for community to participate in school improvement?
- What do you think are the difficulties of working as an SDA?
- What obstacles do SDAs face in working with PTAs, KETBs, and WEOs?

Note for Facilitator

Emphasize that providing technical support to PTA/KETB, and the community means that they must possess skills and knowledge themselves and this training is just one opportunity. But such initial training cannot be sufficient to equip them with all the capabilities. Follow-up will be made to discuss implementation problems and devise new approaches to solve the problems.

As School Agents, SDAs have to make a difference in the school by encouraging change at school level to improve education quality and gender equity. They must be able to show direction in the beginning, build capacity of PTA and encourage school leadership to replace them by transferring to them skills and knowledge in the course of implementation. SDAs must not do things that PTAs/KETBs are capable of doing. They are there only to provide support so that PTAs themselves can do it.

Duties and Responsibilities of School Development Agents

The School Development Agent is responsible for carrying out the following duties.

1. Inform the community, the school and other bodies about the goals, objectives, strategies and programs of BESO II CGPP

2. Collect, organize and report school and community baseline data;

3. Assess potential community resources for supporting school improvement initiatives;

4. Give technical support to the Parent Teacher Association (PTA), Kebele Education and Training Board (KETB) and schools to identify and prioritize school problem;

5. Give technical support to the PTA, KETB and school to develop school strategic plans, action plans and simple project proposals, to write grant proposals and make the community participate in school improvement initiative;

6. Give technical support in instituting proper financial record-keeping, reporting and material management;

7. Give technical support in raising school participation of all students and especially that of girls in their enrollment, retention and academic success in primary education;

8. Establish a strong relationship between the school and the community served by the school;

9. Analyze school calendars and children's attendance in relation to the demand for child labor in different seasons within the school catchment area;

10. Manage and run the BESO II CGPP in school and Woredas

11. Analyze the difference before and after implementation of CGPP in target schools using baseline and other data;

12. Conduct meetings with schools, PTAs, KETB and parents and provide feedback to BESO II CGPP project office on changes and progresses made.

13. Mobilize the community to commit resources (cash, labor and/or materials) for school improvement

14. Submit monthly and quarterly reports to the Zone Coordinator; and attend monthly meetings with the other zone SDAs to share information and to solve problems;

15. Follow up implementation of BESO II CGPP, for improvement of quality and equity of primary education in their woreda; and

16. Communicate with Woreda Education Office, Woreda Administration and other NGOS and projects for effective implementation of CGPP.

5. DAY TWO PROCEEDINGS

Session One: BESO II CGPP

Objective: At the end of this session, SDAs should be able to discuss objectives, approaches, and strategies of BESO II CGPP to primary school improvement.

Method: presentation, group work, and discussion

Duration: 5 hours

Materials: Flip chart, handouts on criteria for incentive award, marker

Contents	Method	Duration
• Overview of BESO II Project • Goal and objective of BESO II CGPP • Intermediate results (IRs) Expected from BESO II • Expected Results of BESO II CGPP • Strategies of BESO II CGPP • Conditions to receive School Incentive Awards	Presentation	1 hour
	Group work	3 hours
	Group presentation & Discussion	1 hour

Activity 1: Ask participants why partnership may be important to address education quality and equity.

List ideas on a flip chart
Use notes below to provide an overview of the need for partnership.

Facilitator's Note:

Why Partnership?

1. To share experience and expertise
2. Can strengthen mutual support: when circumstances are difficult, partnership provides mutual support to persist in efforts to achieve goals
3. Division of labor: collaboration can allow partners to concentrate on tasks they do best
4. Increased resources;
5. Increased sense of ownership: when people work together on a task, they are more likely to feel the sense of ownership than if someone else performs the task;
6. Extended reach: Partnership can extend the reach of initiatives since different partners may have voices in different places
7. Increased effectiveness: when partners come together, they each bring their own perspectives. They may help each other to identify, obstacles to effective implementation of programs and ways around those obstacles;
8. Can help in accurate identification of needs: the complex political economy of education sector requires, participation in and ownership of both process and results of problem identification, strategy building and reform implementation to arrive at informed and appropriate solutions;
    a. Achieve consensus, cooperation and acceptance
    b. Fairly and effectively distribute responsibility

Activity 2: Presentation of the Goal of BESO II CGPP

The goal of WLE/BESO II CGPP is to improve quality and equity in primary education through strengthening community participation in supporting the local schools. The attainment of this goal will be possible by meeting the USAID's three targets in the Amhara, SNNPR and Benishangul-Gumuz regions. These are:

- Regional, zonal, Woreda and kebele support to community involvement in school management strengthened
- Parents and community members more engaged in school management
- Increased flexible education for children in disadvantaged circumstances

Discussion questions

- What do education quality and equity mean to you?
- What do the above targets mean to you as an education official, SDA, parent, and community representative?

Ideas for facilitator

Quality means that children learn better in school and continue their study there.

Equity means that more girls attend and successfully complete their schooling. It means that children from disadvantaged population get access to formal or non-formal basic education.

Activity 3: Presentation of Key Expected Results of the Project

- Increasing the percentage of schools in the selected woredas that reduce the female dropout rate in grades 1 to 4 by 20 percent,

- Increasing the percentage of Kebele Education and Training Board and Parent Teacher Associations that actively define and undertake interventions to enhance the quality and equity of education by 80 percent, and

- Where it exists, strengthening the School Cluster approach as an operational, effective entity for mobilizing, training and supporting the individual school community to act on behalf of improved school quality and equity in their respective schools and cluster.

Discussion question

o What can you, as a School Development Agent, contribute to the achievement of the above results?

o Write down three things that you can do to achieve the above results in your schools.

Activity 4: Strategies of BESO II CGPP

Facilitator's Note

<div style="border: 1px solid black; padding: 10px;">

·   Capacity Building Support and Training

Capacity building supports are geared towards enabling communities to plan, coordinate, manage, monitor and evaluate educational activities at school level. This is possible mainly through training and assigning School Development Agents (SDA) working directly with schools and local communities.

Capacity building training has to be based on the felt needs of the school and should include PTA and KETB members, Parents, Teachers, Students (both boys and girls) and should focus on major thematic issues such as community participation strategies, improvements of girls' education, and on how to practically improve the school environment, the teaching learning processes and eventually student performance and attendance in school. The facilitator should emphasize these points; as technical support is one of the major tasks of SDAs. However, very often it is overlooked and they made themselves busy with raising funds and meeting the conditions for SIA.

Through their technical capacity building, school communities are expected to develop critical awareness of the fact that:

- Education is important for their children both boys and girls,
- Quality education is not only the responsibility of government or the teachers; it is the responsibility of parents and the community.
- They can and should make significant efforts to support their children with meaningful contributions of money, materials and/or labor; and continued involvement in school improvement
- They can develop mechanisms to sustain support for schools, education and their children beyond the life of the BESO - II CGPP project.

</div>

School Incentive Awards

The CGPP School Incentive Award (SIA) is given to schools upon meeting structured criteria in phases. These Criteria are intended to stimulate community and parental participation to improve quality and equity in education. The SIA encourages parental and community members' continuous engagement in school improvement activities.

School Incentive Award Criteria

Presentation of the purpose of SIA criteria

Facilitator's Note

The purpose of setting the criteria is to:

- Stimulate community and parental involvement and support for schools, children and related CGPP project goals;
- Improve quality and equity in education through improvement of facilities and school resources;
- Strengthen communities by building internal decision making capacity related to education;
- Promote transparency and effective management of community funds and other resources;
- Strengthen relations between the community and local (especially educational) government;
- Develop mechanisms to sustain community support for schools, education and their children beyond the life of the BESO - II CGPP project

Note: All schools will receive the first and second phase SIAs. However, the third phase SIA will be provided to schools only on a competitive basis.

Discussion of SIA criteria

Schools in BESO II CGPP receive three phases of School Incentive Awards upon meeting the conditions set below

A. Phase I School Incentive Award Criteria

The primary objective of the initial phase is to establish the relationship between the CGPP project (represented by the SDA), local government including the Kebele and Woreda officials, and the school, parents, and community members. Through the first phase activities, the community is expected to understand the goals of the project, the problems of the school and their role in solving the problems to improve the conditions of learning for their children. In addition, they are expected to establish the basic mechanisms, structures and procedures necessary to implement the project at the community level.

To receive the first phase SIA, the Kebele Education and Training Board (KETB) and Parent Teacher Association (PTA) are required to meet the following criteria. These are:

a. The KETB and/or PTA identifies and prioritizes major school problems;
b. The KETB and/or the PTA hosts or conducts community meetings/workshops to launch the project in collaboration with the SDA assigned to the community;
c. The KETB and/or PTA generate resources for their project from the wider community (encouraging the wider community to commit or pledge resources including labor, materials and/or cash).

d. The KETB and/or PTA prepare a strategic plan for school development and select the activity to be completed during the first phase of the project. This includes a brief project description, budget; and timeline for completion

e. The KETB and/or PTA begin implementing the approved project with the resources generated from the community before the SIA is distributed

f. The KETB, PTA and school staff (headmaster and teachers) facilitate the collection of baseline data for the project;

g. The KETB and/or PTA discuss plans to give support for the education of girls including the need to establish a formal Girls' Advisory Committee (GAC) in accordance with WL/E guidelines

h. The KETB and/or PTA begin discussion of a School-Community Sustainability plan to ensure continued support for the school;

i. This strategic plan and the first level project plan is reviewed and approved by the appropriate authority (PTA or KETB). The appropriate authority signs a SIA agreement with WL/E obligating the KETB and PTA to the terms stated.

j. The KETB and/or PTA establishes record keeping and financial management procedures in accordance with WLE project guidelines;

B. Phase II School Incentive Award Criteria

This phase II SIA is designed to encourage schools continue efforts to improve the quality of education and gender equity beyond infrastructure development. Important emphasis is placed on building the capacity of the KETB and PTA in school management and leadership, establishing programs that sustain quality and equity at the school level and enhance long-term sustainability for the community government partnership in support of education.

To receive this SIA, the KETB and/or PTA are required to meet the following criteria.

a. The KETB and/or PTA must have satisfactorily completed the first phase project and must submit the first phase project completion financial and activity reports to World Learning Ethiopia for verification;

b. The KETB and/or PTA conduct the first phase project completion community meeting to report on the progress made during the first phase SIA;

c. The KETB and/or PTA prepares the second phase school improvement plan with the help of the School Development Agent;

d. The KETB and/or PTA establish in writing its terms of reference (TOR) already begun during the first phase. Topics include: a) roles and responsibilities; b) duties of its members, c) records of its proceedings and the ability to work from an agenda; d) a system of accounting and managing school funds using a bank account or similar financial institution and its system of internal controls;

e. The KETB and/or PTA establishes a code of professional conduct for its head teacher and its teachers and works to gain shared commitment to it;

f. The KETB and/or PTA establish a formal Girls' Advisory Committee (GAC) in accordance with WL/E guidelines. This GAC meets regularly to address the needs of girls. Other strategies to address the needs of girls, including greater access and attainment, or of other disadvantaged children are also encouraged;

g. The KETB and/or PTA finalize and submit a School-Community Sustainability Plan to insure continuing community support for the goals of quality and equity at the school level, continued community participation and including income generation to ensure that the community contributes to the school's development activities over the long-term.

Note for facilitator

The above criteria mean that community support for school should go beyond the physical infrastructure development and focus on improving educational quality in different ways. Such as improving the quality of learning and teaching materials, blackboards, improvement in the use of reading rooms, improvements in parent-school relations, developing strategies to improve girls' achievement and success. The criteria suggest possibilities but do not necessarily state the specific activity.

Each SDA must closely observe the school environment, meet with teachers, students and discuss with PTA and KETB and the community on the problems of the school, identify problems related to the criteria and prioritize problems and suggest solutions them based on assessing the impact of the problem on education quality and equity. SDAs can refer to the important session on Girls' Education and session on sustainability for more information.

C. Phase III School Incentive Award Criteria

This third phase SIA is provided on a competitive basis. This means that approximately two-thirds of participating schools will receive an award based on the quality of their planning for the third phase as well as the quality of the progress that they have already made in implementing the first two phases of the program. This especially relates to meeting goals of quality and access, effective implementation and sustainability.

To receive the third SIA the KETB and/or PTA is required to meet the following criteria.

a. The KETB and/or PTA submits Second Phase financial and activity reports for verification;
b. The KETB and/or PTA conducts the second phase project completion community meeting to report on the progress made during the second phase SIA;
c. The KETB and/or PTA identifies school problems primarily related to the teaching-learning process for implementation rather than problems primarily related to the school physical facilities;
d. The KETB and/or PTA demonstrates its capacity to write its third phase school improvement plan without major assistance from World Learning;
e. The KETB and/or PTA develops further strategies for the continued effective use of projects implemented during the first and second phase school improvement efforts. Examples might include

   •   Student monitoring of the use of new pit latrines
   •   Yearly maintenance of new and existing school facilities;
   •   Program for regular use of the school pedagogical center (if constructed);
   •   Expanded activities for supporting girls education;
   •   Maintenance and new construction of school furniture;
   •   Program for monitoring student achievement and school dropouts
   •   School organized student and citizen work in school garden,
   •   Collaboration with Woreda Education Office and other local government agencies.

f. The KETB and/or PTA demonstrates progress in increasing access and

decreasing dropout and repetition rates for all students and especially for girls as compared to the first and second phase activities, and describes plans for continuation of this effort.

g. The KETB and/or PTA demonstrates that the methodology of teaching and learning has improved during project implementation. Examples include:

- Increased use of pedagogical materials as shown by entries in the Pedagogical Center register
- Increased production by teachers and students of locally developed teaching materials for use in classroom instruction;
- Increased use of different teaching methods and techniques in the classroom, etc.
- Increased student participation and more "active learning" in all grades;
- Increased promotion rates for all students and success rats on grade four examinations;

h. The KETB and/or PTA demonstrates that school internal audit and financial record system is operational, efficient and transparent;
i. The KETB and/or PTA demonstrate community support for school including methods for communication with parents and community members. Examples might include:

a. Schedule and minutes of previous community meetings;
b. Documentation of community participation in school improvement activities;
c. Documentation of feedback to community on promotion, retention, dropouts, enrollment etc;

j. The KETB and/or PTA identify other potential sources of funding available to the community such as from local government or NGOs. They must demonstrate ability to coordinate with and access other sources of assistance to the community
k. The KETB and/or PTA refines and improves its sustainability plan for continued support for CGPP activities and priorities in subsequent years;
l. The KETB and/or PTA demonstrate program for evaluating the progress of its strategies and programs to enable changes and modifications of programs.
m. The KETB and/or PTA prepare plans for a Project Completion Workshop for the community that documents accomplishments and describes plans for sustainability. This Workshop is to be attended by the whole community and is to be conducted in the school compound to give community members the opportunity to view projects implemented by the PTA/KETB with the support of the community.

Committees established at the woreda and regional levels manage the Phase III competition and selection. The Woreda Selection Committee selects eligible schools (based on their proposals and accomplishments) and forwards them with justification to the regional level. Members of the Woreda Selection Committee include the:

- Woreda Capacity Building Officer
- Woreda Education Office Head
- Woreda Women's Affairs Head
- School Development Agent working with the school

The Regional Selection Committee is responsible for approving proposals forwarded by different Woreda Selection Committees. Members of the regional committee might include the:

- Regional Education Bureau, Head/Deputy Head
- REB Formal and Non-formal Education Unit Leader
- Regional Office Director for World Learning Ethiopia

Facilitator's Note

> At a later stage in the field, particularly during the implementation stage and after completing each phase criteria, SDAs should be able to discuss with PTA/KETB and the community:
>
> - How best they have fulfilled the criteria
> - Which criteria are difficult to be met and what is required to best accomplish the tasks needed
> - Who should do what to best address the problems that might be encountered in the future
> - What other criteria the school community should develop based on the nature of the project, which can be different from BESO II CGPP.

Group Work/Task

Activities for facilitator

- Distribute the handouts on Criteria for School Incentive Award
- Move around to help and guide the discussions
- Have group presentation back on plenary
- Have follow-up discussion on issues raised

Discussion questions

- What can be added;
- What might be left out and;
- Issues/criteria that lack clarity?

Collect feedback on plenary and include ideas and points raised.

Facilitator's Note

> These discussions should go on and on all the time and other questions should be included in the list of discussion questions. Remind them that school improvement plan should emerge out of the strategic plan of the school and every member of the school community has to be involved at different levels of the development of such strategic plan and other subsequent school improvement plans.

Session Two: Impact of Decentralization on Education Quality and Its Role to Enhance Community Participation, School Leadership

Objective: at the end of this session SDAs will be able to discuss the impact of decentralized educational systems on school leadership and management and discuss its role to enhance community participation for school improvement

Time/duration: 1½ hours

Content	Method	Duration
• The characteristics and nature of decentralized educational system • How can decentralization promote community/parental participation in school improvement • What are the major roles and responsibilities of PTA/KETB and in improving quality and equity of primary education? • How can decentralization promote education officials' support to PTAs and schools in providing leadership and management support?	Presentation	45 minutes
• What implementation problems are evident in your school/woreda and what are your plans to overcome them?	Discussion	45 minutes

6. DAY THREE PROCEEDINGS

Session One: Roles and Responsibilities of BESO II CGPP Collaborators/Partners

Objective: Discuss the roles and responsibilities of collaborators with SDAs to improve communication and strengthen partnership among collaborators.

Method: Brainstorming, group discussion and presentation

Material: hand outs on roles and responsibilities

Duration: 1½ hour.

Note for Facilitator

World Learning/Ethiopia works with the decentralized education institutions-from the Regional Education Bureaus to schools and communities through the Kebele Education Boards and Parent-Teacher Associations. SDAs should be able to communicate with WEO, PTA and KETB members as well as other community level institutions for better results.

This will help to develop effective mechanisms for working jointly and independently to:

- Assess educational needs
- Establish priorities
- Develop strategies
- Mobilize resources
- Undertake actions that ensure quality and equity in primary education

Group activity/task

a) Have a brainstorming session on roles and responsibilities of collaborating partners in relation to BESO II CGPP.

b) Identify the key community institution that will closely work with the BESO II CGPP at School level.

c) Distribute draft roles and responsibilities and compare with results of discussion in "a" above

d) Ask each group to report/present the roles and responsibilities identified by the group (comment on draft roles and responsibilities) on plenary

Discussion Questions

- What would you do if the PTAs of your school said that it is not their responsibility to assign teachers and print textbooks so that children can learn better in the additional classrooms constructed and furnished by the community and wait simply for WEO to do these?

- How can you make the PTA to be demanding for an active WEO support in school improvement?

- How can you coordinate the school level activities with WEO and others partners?

Facilitator's Note

Please be aware that being a SDA requires clear understanding of the potential contributions of each stakeholder with an ability to motivate and guide in the proper direction of the project objectives. From our experience, exchange of school improvement plans between WEO and School will minimize the communication gap and inform all concerned to full fill their obligations in a timely manner. Moreover, one measure of partnership between schools and WEO is the number of quality and equity related requests made by PTAs to WEO and the percentage of positive responses by the WEO. Failing to encourage this means failing to meet project objective.

Session Two: Improving Girls' Education

Objective: At the end of this session, SDAs should be able to discuss the major problems of girls' participation in primary education and devise strategies to improve girls' participation in education.

Method: Presentation, role-plays, group work, and discussion
Duration: 4½ hours
Materials: Flip chart marker, presentation note, group work exercises

Content	Method	Duration
Gender Equity in Primary Education: strategies to address girls' education	Presentation	1 hour
• Why Girls' Education		
• Barriers to school participation for girls	Group work, role plays and exercise	2 hour
• Strategies to improve girls' education		
• Changing perceptions towards importance of girls' education		
	Discussion	1½ hour

Activity 1

Girls' Advisory Committee (GAC): Local Solutions for Girls' School Participation

Step1 Distribute the notes below (in BOX) to participants
Step 2: Form small discussion groups
Step 3: Pose the following discussion questions

1. What is a Girls' Advisory Committee?
2. What should the specific activities of GAC be in your school?
3. What should be the right composition and number of members of a GAC and why?
4. Draw organizational structure of GAC in your school and present your findings on plenary for discussion
5. What difficulties do you think you will face in establishing and sustaining a GAC in school?
6. Are there differences in achievement among girls and boys in your school?
7. Do you think that boys are more intelligent than girls or vice versa?

The Beginnings of Girls' Advisory Committees Under the BESO I Community School Activities Program (CSAP)

Under the USAID-funded Basic Education Systems Overhaul (BESO)-Community School Activities Program (CSAP), World Learning, Inc., implemented a program for school improvement through community participation in the Southern Nations, Nationalities and Peoples Region (SNNPR) of Ethiopia.

The goal of the program was to improve quality and gender equity of primary education, which used School Incentive Awards to stimulate community involvement in the improvement of their schools as one of the strategy. This Award was structured in three phases each requiring fulfillment of basic conditions (criteria) that reinforce improvement of schools in a progressive manner.

One of the conditions was development of a strategy by the then School Management Committee (SMC) to improve girls' education. This has led to formation of Girls' Advisory Committee (GAC) by a pioneering community of Mudula School in Tambaro Woreda (district) of the then Kambata Alaba Tambaro (KAT) Zone of SNNPR. The GAC had a female teacher as chairperson and two teachers and four students as members of the Committee in a proper gender mix.

Members of GAC collected information on girls' daily school attendance on a weekly basis, contacted absentees and their parents to find out reasons for absence and urge parents to send the girls back to school. They studied in- school and out-of school problems facing girl students and presented such issues with possible solutions to the SMC for action. They had also collaborated with Women's Affairs Offices and Law Enforcement Agencies for solving problems requiring legal actions (such as rape or abduction) and influenced traditional leaders to obtain their support.

After four years of project implementation, girls' primary school enrollment was improved by 12.44% in ten sample schools studied. These schools previously had a very low girls school enrollment.

The GAC had aborted several abduction attempts, influenced Law Enforcement Agencies to act in accordance with the law to prosecute perpetrators of abduction and similar crimes. Above all they educated the communities on prevention of harmful traditional practices such as abduction, early marriage and rape that negatively affected the participation of girls in education.

At the end of the CSAP project in 2001, GAC had been replicated in more than 720 primary schools in the SNNPR.

Activity 2: Role-play on men's perception of education for girls

Objective: To sensitize participants about perception of men about girls' education and girls' and women's workload as a factor affecting girls success and attendance in schools.

Activity/Steps:

1. Ask for volunteers to study the story ahead of time and play the role of the School principal and Ato Tesfaye.
2. Pose the discussion questions below when the role-play is over.
3. It will be more interactive if you can find from the audience people who are willing to play the role of both actors again (in the way they think appropriate). Then you can open a general discussion.

<u>Role-Play</u>

Ato Tesfaye and the School Director

'Good Morning,' said Ato Tesfaye as he enters the Director's office.

'Good morning. What is your job?' asked the Director.

'I'm a farmer,' replied Ato Tesfaye.

'Have you any children?' The Director asked.

'God has not been good to me. Of 8 born, only 5 are alive,' Ato Tesfaye answered.

'How many of them reached age 7 and above?'

'Three'

'And their sexes?'

'Two girls, a boy'

'Are they all in this school'

'No, only the boy'

'And how about the girls?'

'One is married, the other stays at home?'

'Have they ever been to school elsewhere?'

'No.'

'How old was your older daughter when you married her off?'

'15.'

' Is this the marriage age in the community?"

'It depends.'

" Depends on what?'

"How beautiful she is. ... And how wealthy the would-be husband or his parents are."

'Oh! I got it"

' And why don't you send your other daughter to school?'

'I have never thought of that?'

'Oh, really; don't you think it is good to educate your daughter?'

' I told you I haven't thought of that?'

'Does your wife work?'

'No she stays at home'

"I see how does she spent the day?'

"Well, she gets up at four in the morning. Fetches water and wood, make the fire, cook breakfast and clean the homestead. Then she goes to the river and washes clothes. Once a week she walks to the grinding mill. After that she goes to the market with the two smallest children where she sells tomatoes by the roadside while she knits. She buys what she wants from the shops. Then she cooks the midday meal."

'You come home at midday?'

'No, no she brings the meal to me about 2 kilometers away.'

'And after that?'

' She stays in the field to do the weeding, and then goes to the vegetable garden to water.'

'What does your daughter do'?

'She assists her Mom.'

' What do you do?'

'I go and talk with friends, discuss the farming issues and drink with the men in the village.'

'And after that?'

'I go home for supper which my wife has prepared.'

' Does she go to bed after supper?'

'No, I do. She has things to do around the house until ten or eleven.'

'But I thought you said your wife doesn't work.'

'Of course she doesn't work. I told you she stays at home.'

(Adapted from Williams, S. (1996), **The Oxfam Gender Training Manual**; An Oxfam Publication, Oxford, England)

Follow-up Discussion

- What would you do if you were asked to assist the School Director?
- How do you convince Ato Tesfaye to send his daughter to school?
- How can you approach similar cases in your own way?

Activity 3: Understanding Parents' Perceptions

Dialogue with parents (from among participants) or role-play

Note for Facilitator

What is a dialogue?

Dialogue is an important means of communication. In dialogue, people respond to what others have said and offer their perspective on a topic or issue that is being discussed. Dialogue is not question-and-answer, nor is it a series of people telling what they know. In dialogue, questions are posed, answers are brought forward and discussed, and new questions are raised. In dialogue you may not come up with answers to particular question, but all who have participated have learned. In dialogue it is expected that all who participate are changed or transformed. That is why dialogue is called a transformative process.

(Gardner, B, Baranick, A. and Rugh A. (2003) **In my Classroom**, USAID, Washington, DC)

If you think that this dialogue may not be appropriate, you can also prepare it in the form of role-play as above.

Please note that usually we find few female participants in training and workshops. And this is the starting point for the dialogue or role-play. In case you have no female participant you can also pose your question to male participants or escape this activity altogether.

Pose the following question to a female participant (if there is one).

Why do we see very few female participants in this training/workshop?

(Write down the actual response)

A common answer is *"I don't know why, but men do not want our participation on such meetings."*

And Ask Why?

(Write down the actual response)

You may hear responses like:

" There are no women in the Kebele Administration to address women's issues."

(Write down the response) and continue finding the reason

Continue asking why?
(Write down the actual response)

Very often, the response might be

> "*It may be difficult for women to assume Leadership positions normally.*"

Continue asking why?

(Write down the actual response)

One common response is:

> "They have multiple roles and responsibilities in the household and have no time for such community level activities."

Please take note of the response and continue asking whether this is the only reason.

You may get responses such as the one below:

> "There is a widely held view that women lack the capacity to assume such leadership positions."

To further explore the issue from another perspective and expecting a different answer ask a religious leader and a father (use your intelligent guess), from among the participants, whether he loves to have a daughter or a son?

The most likely response may be, "*A son.*"

If you continue asking "why?," you may get this response:

> "He upholds our legacy and maintains the integrity of the family, supports us in our old age"

Ask what he thinks of his daughter?

> "She is for others". "She will soon leave home on marriage."

Continue the dialogue and ask:

> "Do you think that the role of girls is only to become housewives, and mothers?
> Have you ever seen or heard of a woman teacher, doctor, scientist, leader etc?
> Do you have any of these in your community/village? Yes?
> So why do you limit girls' role as housewives and child bearer?

(Note: Such perceptions are typical of the bottlenecks hindering advancement of girls' education in rural settings.)

This is a real challenge, as it requires changing such perceptions and attitudes. Making schools girl-friendly and therefore child-friendly requires identification of out-of-school and in-school factors affecting girls' education. Once real problem identification is done, it requires solving these problems in a systematic manner starting at school and community level.

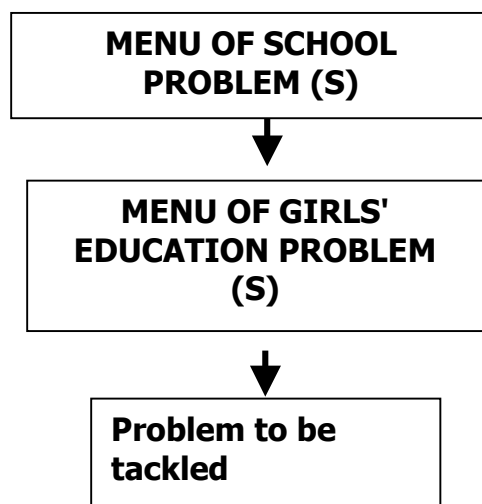## Activity 3: Improving Girls' Education

Steps:

1. Try to find answers to the following questions together with your colleagues in school.
2. Write down the answers for yourself and then share it with your friend.
3. Invite other people (teachers, parents (mother and fathers), school headmasters and community leaders and students) and build consensus on the solutions. Be sure to specifically invite mothers because they complain that the men do not want us there.
4. Develop plans to improve girls' education in your school. Choose from the menu strategies or include your own in the menu.
5. Implement, follow-up and monitor results.
6. Evaluate the success and share your findings with other colleagues in other school

Discussion Questions

• What is the enrollment of girls in the school(s) in which you served or know?
• Do you know, in your neighborhood some school age children who do not go to school?
• What is their gender? Do you see more girls than boys out of school or vice versa?
• What do you think is the reasons for not going to school?
• How does girls' performance compare with boys performance in the schools you have served or know in relation to boys?
• What do you think are the reasons (if any) for low performance of girls in most subjects?
• Discuss strategies to improve girls' school participation with your colleagues.

1. The Strategic Approach (For on the Job Support)

Start with school problem identification through participation of all concerned (students, teachers, PTA, KETB, parents and the community as a whole

```
┌─────────────────────────┐
│   MENU OF SCHOOL         │
│     PROBLEM (S)          │
└─────────────────────────┘
              ↓
┌─────────────────────────┐
│    MENU OF GIRLS'        │
│  EDUCATION PROBLEM       │
│          (S)             │
└─────────────────────────┘
              ↓
┌─────────────────────────┐
│  Problem to be           │
│  tackled                 │
└─────────────────────────┘
```

· **Identify problems specific to girls' education**

· **Identify core problem**

2. Strategies to Overcome the Problem(s)

Set strategies as the short, mid and long-term to tackle the problem(s)

Matrix of Problems and Strategies

Short term	Mid-term	Long-term
1-2 year (phase I) School level establishment of GAC	2-3 year (phase II) Woreda level Implementation and institutionalization	3-4 year (Phase III) Consolidation)
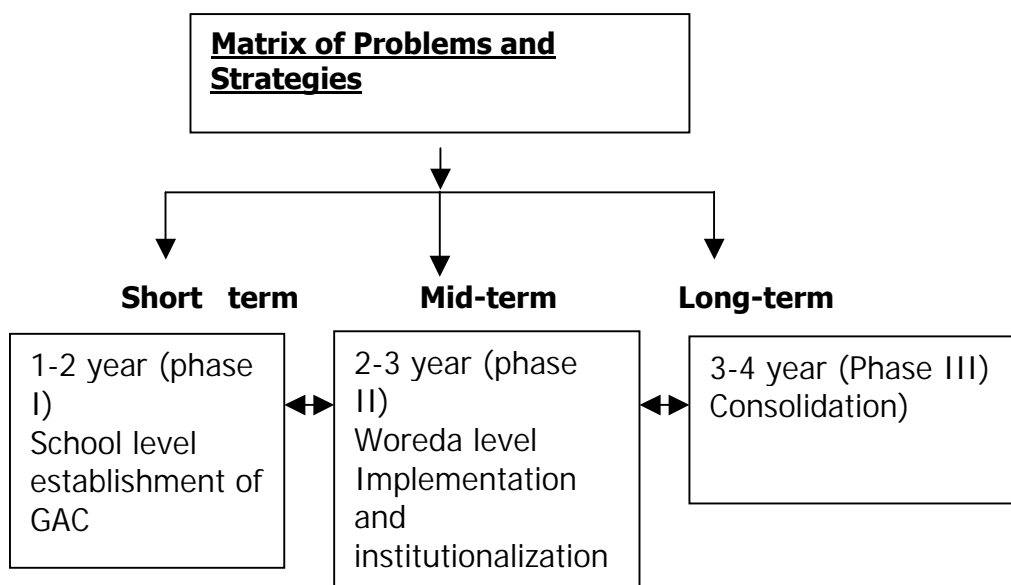
The Problem (s)	Strategies/activities			Facilitator/respon-sible person/body
	Phase I (Initiation)	Phase II (Implementation and institutionalization)	Phase III Consolidation	
1. Low enrollment of girls in primary education 2. Poor retention of girls in primary schools 3. Poor performance of girls in primary education	- Discussions at school and community level through facilitation of SDAs, GAC, PTAs and KETB on how to improve access and retention. - Define roles and responsibilities of all stakeholders involved to tackle the problem - Build their capacities to effectively accomplish tasks (school level training and technical capacity building) It is important to determine the extent to which rhetoric is translated into action -Document activities properly and share with the school and the community using available forums both formal and informal (monitoring and follow-up activities) - Strong community participation should be ensured and resources have to be mobilized to undertake proposed activities.	- Find out possibilities on how to share best practices within schools discuss with WEO and through WEO with other relevant institutions at Woreda level - Contact and find local institutions that provide technical and financial support (WEO, Women Affairs Office, NGOs working on similar activities and HIV/AIDS prevention and control secretariat office etc.) - Conduct planning and familiarization consultative meetings based on lessons drawn from activities of School Girls Advisory Committee at Woreda level Some of the strategies here should focus on promotion of alternative education, recruitment and selection of female teachers, Woreda level initiatives to fight harmful traditional practices (HTPs)	The gender gap is in education is likely to persist as long as there are: o Limited opportunities for girls to continue their studies (beyond level one and/or two of primary education and even higher levels o Limited income generation economic activity for educated girls that are seen as a result of schooling. Therefore, in this phase the alliance should focus on such issues at regional level through the facilitative role of the regional offices and REB and our field coordinators. Support should be provided (finance, program development) to manage additional tasks which include workshops, training in planning implementation and follow-up activities -Making quality and equity linked issues is important to address both issues optimally -Alliance building should be materialized among the civic, religious and traditional institutions to support efforts on sustainable basis.	**Phase one** SDA and School girls' Advisory Committee (SGAC), PTA and KETB **Phase two** SDA and Woreda Girls Education Unit (to be organized through facilitation of SDA and Woreda Education Office) **Phase three** Gender core team, Zone coordinators and Regional offices, REB and Appropriate bodies such as Women Affairs Office.

MENU OF STRATEGIES AND ACTIVITIES

1. CLASSROOM AND SCHOOL LEVEL

- Calling mothers meeting to discuss education of their children (boys and girls)
- Calling fathers meeting to discuss education of their children
- Holding a consensus building community meeting to arrive at common understanding and make decisions to improve education of their children especially girls.
- Recruit female students as class monitors
- Enrichment learning sessions
- Encouraging male students to be supportive of girls' schooling (can they accompany girls' on their to school and back home, can parents do this?)
- Establish study clubs within villages (preferably in the house of a respected community member) and encouraging parents specially mothers to give girls time to study and do their homework. This study club can further be developed into a learning center (Non-formal), textbooks can be made available in such locations to support the study clubs. Girls can be encouraged to discuss their own affairs (if the willingness is obtained boys can share some of the household chores, school teachers can be encouraged to go out to the villages and coach them. They can find sometime to discuss girls' progress with their parents and thereby strengthen school community relations. It is also possible to have mothers monthly meetings to see if they are developing perspectives regarding schooling of their daughters
- Prevent boys from teasing girls. Targeting boys for awareness raising regarding the equal status of girls access to and success in education
- Use of role models from among the communities (if any) to encourage performance of girls' in schools
- Encourage teachers to call on girls as well as boys to answer questions
- Encourage teachers to praise both boys and girls for correct responses
- Encourage teachers to give awards to successful girls s as well as boys
- PTA and KETB made requests for WEO to recruit and assign female teachers

2. WOREDA LEVEL (2-3 YEARS)
- Enforcing legal actions in collaboration with government bodies and law enforcement agencies;
- Winning the commitment of civic, traditional and religious leaders to advocate schooling of girls and get their support.
- Encouraging recruitment and selection of female teachers;
- Supporting establishment of non-formal learning centers to provide flexible alternative education in areas where there is low enrollment of girls'. Experience shows that the gender gap in enrollment becomes narrower as schooling become flexible and learning centers become closer to villages.
- Organize experience sharing between schools on their achievement, and on advancing girls' education (experience of Girls' Advisory Committee)
- Networking with other government and non-government organizations to promote girls' education in the Woreda
- Providing in-service teachers training to improve girls' education

- Establishing local funds to support Woreda level initiatives.

3. REGIONAL LEVEL

The gender gap in access to and success in primary education is likely to continue unless efforts are taken at higher level too. This is what necessitates the regional level strategy.

- Making schools available in a reasonable walking distances including the next level education to enable girls complete primary education close to their home
- Making quality and equity linked issues for maximum impact
- Establishment of a unit in the REB to coordinate efforts of woredas
- Setting targets for WEOs to improve achievement and attendance of girls and provide incentives
- Organize competitions among schools and provide incentive for successful performance in improving girls' education
- Establishment of funds to advance girls' education

Note: Revisit the problems and the strategies over and over again to consolidate and institutionalize the strategies.

7. DAY FOUR PROCEEDINGS

Session one: Project Planning

Objective: At the end of this session, SDAs will be able to guide PTAs in developing simple project proposals and a project plan for CGPP school improvement

Method: Brainstorming, presentation, group work, and discussion.

Duration: 6½ hours.

Materials: Flip chart, Project planning formats, cases

Content	Method	Duration

• Needs assessment
• Prioritizing needs
• What needs to be addressed
• Logical framework as project planning matrix
• Sample project planning format for:
 	
    • Phase one School Improvement
    • Phase two School Improvement
    • Phase three School Improvement
	Brainstorming session
	
	Presentation
	
	Group work
		30 minutes
		
		1 hour
		
		4 hour

	Group presentation and discussion	1 hour

Case 1: Tsehay Chora School

Tsehay Chora Elementary School is a rural primary school serving more than 800 students from the neighboring 3 kebeles (PAs). The children are from different social and economic backgrounds and are 8-16 years old. It is a full-cycle primary school (1-8)

This primary school has many different problems. There are many repeaters in the first and second cycle of primary grades. Students are not performing well in the fourth grade examination or in the Elementary School Leaving Examination. The enrollment rate is declining over time while the dropout rate is increasing at an alarming rate. According to information from the nearest secondary school, students from this school usually fail to succeed in their secondary level education.

The School Director points to a lack of budget and of qualified teaching staff as the causes of the problem. The school has no source of income to augment the limited budget allocated to school in the last couple of years. Parental involvement is low, as the school does not approach the local community to gain their support. Most teachers in the school have never attended any form of in-service training since their employment.

Parents have a deeply held view that sending their children to this school has no economic or social benefit that they value. Some parents say that only a few children in the lower primary grades can read, write and perform simple arithmetic. Most children are leaving the school learning little which enables them to pursue their livelihood or join the employed labor force.

Off-farm activities are rare in the locality. Since the majority of these parents are farmers, they must divide the limited plot of land among their sons so that they can continue life as farmers following their footsteps and become independent. Many parents also marry off their daughters at their early age to whoever makes a request for an arranged marriage. As a result, girls' school enrollment is very low in the school.

Most parents also have the opinion that the school is not functioning properly because of continuous absence of teachers from class as they found these children roaming the playground around the school compound during class hours. These and many other problems, which they do not openly express, but which have led them to refrain from sending many of their school-age children to this only school in their area.

Children agree with their parents' views and opinions but also complain about the poor school and classroom facility, absence of teachers from class and many other factors. There is a reading room in the school but without reference books. The school pedagogical center has been closed for the past four years, as teachers no longer have the motivation to develop supplemental instructional materials. Some students also know that most of their teachers in the upper primary grades lack the competence to provide good quality instruction.

Pupils say that they sit at a desk with four students in the upper primary grades and they fail to take notes while learning in class. In the lower primary grades because students' desks are broken, many students sit on the floor and cannot see the blackboard. The classroom is dark and cold in the morning and hot later in the day. As a result, they prefer to spend their time playing in the field. There is a scarcity of textbooks. Girl students are found to be the most severely affected groups in all the cases because they are teased and never encouraged. Students also complain about the absence of teachers from class. Most teachers spend weekends together with their family away from the school kebele. According to information obtained from key informants in the kebele, teachers usually leave the school Friday afternoon and come back to school on Monday afternoon (having left to return to their school on Monday morning.

Teachers, on the other hand, say that since the school doesn't provide housing facilities for them, they are forced to frequently travel back and forth between the school and the nearest town. They cannot ' get rooms for rent in the neighborhood. There is lack of transportation and they sometimes miss one or two classes in the morning. At the end of every month they have to travel long distance to the Woreda Capital to get their salary in which case, they are also absent from class.

However, students and parents do not seem convinced by the arguments of these teachers. According to their view, these reasons cannot justify the poor quality education in the school.

All stakeholders believe that these problems are severe and there has to be a way out. An important development regarding the context of the education system is that the local government is in a process of decentralizing the educational system in a way that will enable the local administration and the communities to closely work together to solve school problem. There are also non-governmental organizations in the area, which are interested to participate in the effort of improving the condition of this primary school.

Questions for group work and discussion

1. List problems specific to students (girls, boys), teachers, the director, the school, parents and the community.
2. Whose opinion and view counts more and why? (Prioritize)
3. Suppose the community requests you to provide technical assistance to overcome the problem:

    a) Which specific problem should get priority and why?
    b) What strategies do you use to mobilize local resources and ensure participation?
    c) Who are the most affected groups; boys or Girls and why? What can you do about it?

4. Suppose you were the Director or head of the PTA. Develop a simple proposal and project plan to improve the school (please include financial plans by source of funds) and use formats prepared to assist you.

Case 2:

Tabor is an urban lower primary school serving about 600 elementary school children of 8-12 years. The School Director, a courageous young lady, has been worried about the safety of the school environment, as the school has no fence. Strangers enter the school grounds and harass the girls. Two girls have already been abducted this year. She developed a project proposal stating the problem facing the school and has obtained some money from the community and a local NGO.

Upon obtaining information about the released budget, teachers in the school's Department of Curriculum Development and Instruction confronted her with strong opposition not to use the money for fencing. These teachers have long been requesting the Director to allocate budget for development of supplemental instructional materials and received no feedback. They have a strong argument that investing the money on improving classroom instruction is much more important as it will enhance the effectiveness of teaching learning activities directly (student-centered).

The PTA has been called a meeting to decide this issue and you are invited to attend the meeting.

Discussion Question

♦ What do you think is missing in the process of development of the proposal?
♦ What would you recommend if your support were required?

Additional discussion questions
   What would you do if?

- Your PTA/KETB's first project plan fails to correctly address school problem during appraisal?
- Community needs become quite different from what you planned? For example, if they want to have a new primary school rather than spending their meager resources on repairing/maintaining an old one?
- Lack of nearby of water points/well is found to be a major barrier for girls and boys school participation (collecting water taking too much of children's time)?
- The community wants to have a bridge built over a river that has become a physical barrier for children's school attendance particularly during a rainy season?

8. DAY FOUR PROCEEDINGS

Session one: Strategies to Encourage Community Participation in BESO II CGPP School Activities

Objective: At the end of this session SDAs will be able to discuss effective strategies to encourage community participation in schools improvement

Duration: 1½ hour

Content	Method	Duration

• What is community participation?
• Why participate?
  • How to encourage participation of:
    • Parents and local communities
    • Teachers
    • Students
    • Community leaders/elders in school improvement activities
	Brainstorming	20 minute

• What are possible barriers for community participation in school improvement and suggested solutions?	Group work	50 minute
• What can communities and parents do for the school improvement?	Group presentation and follow-up discussion	20 minute

Follow-up Questions for Discussions

• What are the actual practices of parental involvement in school activities in your area? Is there a difference in the way mothers and fathers participate?
• Do you think that community involvement in education can improve quality of education even if parents are unschooled?
• What are the problems of community participation in your school/woreda? What can you do about them?
• What is the role of WEO officials in enhancing community participation for school improvement?
• Can you mention ways in which parents can support their children's learning in schools?
• Discuss three activities that can strengthen the relationship among teachers, students and parents to improve education quality?

Note for Facilitator

Community participation is a means, not an end in BESO II CGPP. Emphasize that community contribution is not a tax – people should voluntarily contribute what they can afford. Supporting the school is not a competition to raise as much money as possible. People should feel good about contributing their resources for school improvement, which they should perceive as an investment for the future of their children. This is how the community can support schools in a sustainable way year after year. The process, and not necessarily the products of community contribution should concern us.

Community participation as a process can involve the following:

- Taking decisions to act after understanding how good is their school,
- Setting a consensus vision and targets for improvement
- Setting objectives and identifying constraints;
- Elaborating strategies with specific plans;
- Implementing the plan;
- Monitoring and evaluating execution and results
- Feedback to community.

Please note that the role of SDA in this regard should be:

- Orienting the communities;
- Facilitating expression of community aspirations;
- Presenting accurate and reliable information to make a decision; and
- Helping with analysis, providing technical support in the execution etc.
- Sharing school level community plans with WEO for a coordinated effort and prompt action.

Activities

1. Background information on community participation

a) What type of community-based organizations and structures (formal and informal) exist in your locality/Woreda?
b) What are their major functions?
c) What specific support we can obtain from them?

2. Group work/Activities

Group work presentation format

Type of structures	Major functions/ roles in the community	What can they do for school improvement organizational and financial capacity)
1.		
2.		
3.		

Questions for Discussion

• What are the actual practices of parental involvement in school activities in the school you came from? Are they different for mothers and fathers?
• Do you think that community involvement in education can improve the quality of education, and girls' enrollment?
• What would you do if community's' expectations cannot be fulfilled with the agenda at hand?
• What would you do if the community's expectations or aspiration cannot be fulfilled with the financial resources at hand?
• What are the problems of community participation in your school/woreda?

Note for Facilitator

The following are results of several group discussions on community participation strategies. It might be useful for you and the participants.

♦ Enabling PTA and KETMB to maintain a strong working relationship with the community. School level meetings and discussion with parents (both men and women) is one means to reach communities.
♦ Raising community awareness using available means (use of social gathering, Idirs and formal village level meetings) on the need to pay regular visits to school and meet with teachers and the head-teachers
♦ Inviting parents to school for consultation through their children to brief the status of the school.
♦ Providing incentives to students, parents and teachers to motivate them for an outstanding performance;
♦ Organize school visit programs, publicizing what has been done and achieved and ask for more if there is a need;
♦ Building the capacity of the PTA and KETB through training to develop realistic school improvement plans
♦ Using role models from among the community to encourage girls schooling
♦ Obtaining willingness of teachers to become role models in local resource mobilization to encourage community participation in labor, time, material or cash.
♦ Devising strategies to create collaborative working environment among communities Non-Governmental Organizations (NGOs)/individuals, traditional social structures (Idirs), CBOs, local government, and religious institutions
♦ Divide roles and responsibilities among, students, teachers, parents, other members of the community (groups, organizations individuals) etc.

Note: You should remind SDAs to test these strategies and add other strategies to the list.

Following are some suggestions as to the varying contributions that members of different groups can play to help make their schools and communities better.

Students

- Respect for school discipline
- Beautify school compound
- Inform parents regularly and continuously about school problem and developments
- Support each other during free hours through peer group learning
- Male students protecting their female counterparts from male sexual violence (rape, abduction etc.)

Teachers

- Establish, run and lead school clubs
- Increase time on task to improve quality of education (engage students with learning activities, provide assignments etc)
- Organize remedial teaching for low achievers/slow learners
- Provide special support/tutorial classes for girls students
- Take initiatives to discuss problems of students with their parents
- Participate actively in school-based activities with PTA/KETMB

Parents and Local Community

- Maintaining contact with schools to know about their children's performance
- Ask their children what they did or learned in school? How do they like it?
- Support girls schooling by reducing domestic workload, dividing the task equally to male children
- Delaying marriage proposals until their daughters complete basic education
- Actively taking part in PTA activities for the benefit of their children and themselves
- Support school improvement in material, finance and labor.

Kebele Education and Training Board and Woreda Education and Training Board

- Provide support to PTA and KETB in their activities
- Mobilize resources from various sources to support schools
- Establish forums at Kebele and Woreda level to discuss school problems and propose actions
- Encourage and support in-service training for teachers
- Respond positively to PTA/KETB and Schools' request for reasonable support

Private Organizations, Idirs, CBOs, and Religious Institutions

- Supporting schooling of orphans and children from poor families
- Investment in improving basic education (within their capacity) such as financial and advisory support to GAC and similar school clubs
- Encourage their members to participate in school improvements
- Contribution for school improvement as members of the community.

Session Two: Monitoring And Evaluation in the WLE USAID/BESO II Community Government Partnership Program

Objectives:

At the end of this session Participants will be able to:

- ❖ Know why data collection and reporting are important and necessary components in WLE USAID/BESO II CGPP.
- ❖ Understand WLE's Monitoring and Evaluation framework and its importance for school data collection.
- ❖ Collect data from schools, PTAs and WEO using data collection instruments produced for the purpose.
- ❖ Develop skills of using instruments through on the spot practices in school and community settings.
- ❖ Submit quantitative and qualitative reports on BESO II CGPP activities at school and community levels realizing the significance of reporting to the project.
- ❖ Identify problems that may arise in the collection of school and community data and suggest possible solutions.
- ❖ Identify the appropriate time to use each instrument and get data and information from schools and communities.
- ❖ Gather necessary data on timely basis from schools, PTAs and WEO.
- ❖ Report baseline and monthly and/or annually data and information as required by WL/E BESO II CGPP Regional and Main Project Offices.

Method: Brainstorming, presentation, group work, plenary presentation and discussion

Duration: 5 Hours

Materials: Flip chart, handouts, data gathering instruments and markers

Activity breakdown:

Content	Method	Duration
➢ **The what, why and how of data collection**	Brainstorming	30 minutes
• Meaning & significance of data to the project	Presentation and discussion	
• Sources of data for the project	Presentation and discussion	
• Types of data to be collected	Presentation and discussion	30 minutes
• Methods of data collection	Presentation and discussion	
➢ **WLE BESO II CGPP Performance indicators**		
• Strategic Objective, Intermediate and Sub - Intermediate Results and Indicators	Presentation and discussion	2 hours
➢ **SDA Data Gathering Instruments and reporting formats**	Plenary presentation, Group work and discussion	
• School baseline data collection instruments	Plenary presentation, Group work and discussion	
• Monthly Monitoring Data Reporting formats		2 hours
• Duration and timing for the collection of data	Plenary presentation, Group work and discussion	
➢ **Data gathering, summarizing and presentation techniques and Reporting skills**		
• Some basic data presentation methods/tools necessary for monthly and/or annual reporting (e.g. %, tabulation)	Plenary presentation, Group work and discussion	
• Compiling success stories.	Plenary presentation, Group work and discussion.	

Activity 1 – Brainstorming

Objective: The purpose of this brainstorming is to check the level of knowledge and understanding that participants have about monitoring and evaluation and related activities such as data collection and reporting.

Duration: 30 minutes

Note to the facilitator: Use the first five minutes to introduce the topic and to set what is expected from this particular session.

Present in the next 25 minutes the questions listed below for discussion. Raise the questions one by one. Write the responses given by participants on flip chart. Open discussions based on the responses. Limit and direct the responses as much as possible to the goal of the training and the project.

- • What is monitoring and evaluation?
- • What is the purpose of using monitoring and evaluation?
- • What is the significance of monitoring and evaluation in WL/E BESO II CGPP as a development program?
- • How is monitoring and evaluation carried out?

Use the note below to provide an overview of monitoring and evaluation

Facilitator's Note

Basic Definitions:
Monitoring is a continuous internal management activity whose purpose is to ensure that the program achieves its defined objectives within a prescribed time frame and budget. Monitoring involves the provision of regular feedback on the progress of program implementation, and the problems faced during implementation. Monitoring consists of operational and administrative activities that track resources acquisition and allocation, production or the delivery of services, and cost records**. Monitoring helps to answer the question, "did we do what we planned to do?"**
Evaluation is an internal or external management activity to assess the appropriateness of a program's design and implementation methods in achieving both specified objectives and more general development objectives; and to assess a program's results, both intended and unintended and to assess the factors affecting the level and distribution of benefits produced. **Evaluation is intended to make a judgment about the effectiveness of what we did.**

Activity 2 – Presentation and Discussion Session

Objective: To know why data collection and reporting are necessary components in WLE
USAID/BESO II CGPP

Content:

- Meaning and significance of data to the project
- Sources of data for the project
- Types of data to be collected in BESO II CGPP
- Methods of data collection
- The roles and Responsibilities of Zone Co-coordinators & School Development Agents
- Flow of Data and Information in WL/E BESO II CGPP

Duration: 30 minutes

Write on flip chart and introduce to participants the sub-topics mentioned below.
Ask participants the meaning and significance of data in general and to that of the
Project in particular.

Use relevant ideas, points and give examples to help make the presentation and discussion
issues as they are drawn from the participants' daily experience.

Use the note below to provide an overview of the subtopics. Give explanation to each of the
components in the box.

A. Meaning and significance of Data to WL/E BESO II CGPP:

The major objectives of the Monitoring and Evaluation (M&E) data to WL/E are to generate, analyze and disseminate information useful to chart progress, designs plans and improve project implementation. It has the purpose of collecting information with which to assess and guide management decisions.

- The monitoring and evaluation system integrates both management and program reporting needs.

- Data, from raw format to processed tables, are useful in themselves at several management levels.

- The M&E system complements/supplements a regular narrative reporting system. Project management works with School Development Agents. The monitoring and evaluation system can help show whether those targets have been met.

B. Sources of data for the project

- **Direct observation by SDAs**
- Schools
- Communities
- Parent –Teacher Associations
- Kebele Education and Training Management Boards
- Woreda Education Office
- Regional Education Bureau/Regional Educational Management Information Systems
- Ministry of Education/Educational Management Information Systems

C. Types/Categories of Data

- Baselines
- School Profiles, and
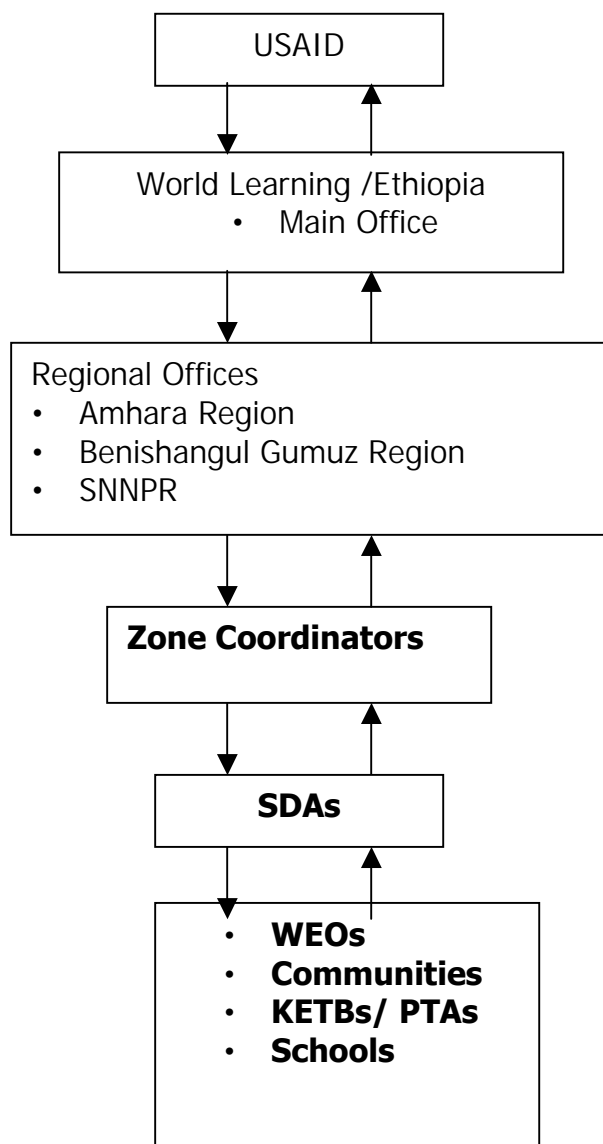- Annual Updates on school and community basis.

D. Methods of Data Collection for the project:
- Survey through questionnaire and interview
- Observation
- Document analysis

E. The Role of School Development Agents:

The primary responsibilities of School Development Agents will be to support the Capacity-Building Activities of schools and communities.

However, they have to be involved in M&E of WL/E BESO II CGPP.

F. Flow of Data and Information in WL/E BESO II CGPP

```
                    ┌─────────────────────┐
                    │        USAID        │
                    └─────────────────────┘
                         │        ▲
                         ▼        │
            ┌──────────────────────────────┐
            │  World Learning /Ethiopia    │
            │       •  Main Office         │
            └──────────────────────────────┘
                         │        ▲
                         ▼        │
        ┌──────────────────────────────────────┐
        │  Regional Offices                     │
        │  •  Amhara Region                     │
        │  •  Benishangul Gumuz Region          │
        │  •  SNNPR                             │
        └──────────────────────────────────────┘
                         │        ▲
                         ▼        │
            ┌──────────────────────────────┐
            │      Zone Coordinators       │
            └──────────────────────────────┘
                         │        ▲
                         ▼        │
                ┌────────────────────┐
                │        SDAs        │
                └────────────────────┘
                         │        ▲
                         ▼        │
        ┌──────────────────────────────────────┐
        │   •  WEOs                             │
        │   •  Communities                      │
        │   •  KETBs/ PTAs                      │
        │   •  Schools                          │
        └──────────────────────────────────────┘
```

**Activity 3** – Presentation and Discussion Session

Objective: Understand WL/E's Monitoring and Evaluation framework and its importance for school data collection

Content: Strategic Objective, Intermediate and Sub-Intermediate results and Indicators

Duration: 30 minutes

Write on flip chart and introduce to participants the Strategic Objective, Intermediate and Sub-Intermediate results and Indicators mentioned below.

Use the chart and give examples to help make the presentation and discussion issues as they are drawn from the problems that schools are facing today.

USAID Strategic Objective

QUALITY AND EQUITY IN PRIMARY EDUCATION IS ENHANCED.
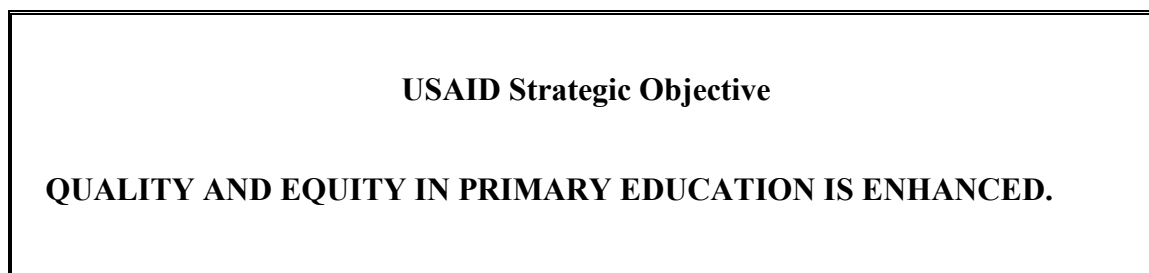
SUB - INTERMEDIATE RESULT LEVEL 1.

Regional, Zonal, Woreda and Kebele Support to Community Involvement in School Management Strengthened.

SUB - INTERMEDIATE RESULT LEVEL 2.

Parents and Communities More Engaged in School Management.

SUB - INTERMEDIATE RESULT LEVEL 3.

Community - Government Innovations and Alternative Approaches to Education Developed for Disadvantaged Groups.

Sub–Intermediate Result Levels and Indicators

SUB-INTERMEDIATE RESULT LEVEL 3.1	SUB-INTERMEDIATE RESULT LEVEL 3.2	SUB-INTERMEDIATE RESULT LEVEL 3.3
Regional, Zonal, Woreda and Kebele Support to Community Involvement in School Management Strengthened	Parents and Communities more Engaged in School Management	Community - Government Innovations and Alternative Approaches to Education Developed for Disadvantaged Groups.

⇓ ⇓ ⇓

INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.1	INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.2	INDICATOR FOR SUB - INTERMEDIATE RESULT LEVEL 3.3
• Number and percent of schools that are visited by WEO at least twice a year • Average number of visits per school by WEO per year • Number of WEO contacts with PTA and/or community • Percent of PTAs that have collaboration from woreda officials in the development and implementation of their plans • Number of times local educational development officials involved in capacity building of PTAs	• Average number of days at least half of PTA members are engaged in school yard observation • Number of meetings by PTAs, community leaders and parents to discuss school issues • Number and percent of communities that contributed to school development activities at least 50 percent of the request by the school • Number of male & female parents/community members that participate in activities • Percent of communities that participate in school improvement activities • Percent of communities that have contributed as per their plan • Percent of women in PTAs	• Number of disadvantaged children who are attending in non-formal education/ alternative education centers • Number of communities that have adapted flexible school calendar • Number of communities that have implemented culturally sensitive school practices • Number of schools or learning centers using localized curriculum • Number of non – formal education/learning centers established • Number of meetings/ consultations between government and disadvantaged communities • Number of schools or learning centers using flexible calendar • Number of GACs that are established in disadvantaged communities.

Activity 4 – Plenary Presentation, Group Work and Discussion Session

Objective: Understand WL/E's Monitoring and Evaluation framework and its importance for school data collection

Content: SDA Data Gathering Instruments and Reporting Formats

Duration: 2 hours

Distribute the SDA Data Gathering Instruments and Reporting Formats

Use the first ten minutes to for introduction.

Write on flip chart and introduce to participants the activities that will take place next. Write also important notes on the flip chart.

Tell participants that there are three important instruments that WL/E is using to generate data from schools and communities. These are the School Baseline Data Gathering Instrument, the Project Monitoring Data Gathering Instrument, and the Annual School Profile Data Gathering Instrument.

Discuss the purpose and content of each instrument.

Emphasize that the instruments are designed not to supervise activities of schools and communities but as the questions included are designed to reflect issues and problems of school, it is to ultimately to help schools and communities to identify problems of schools in general and that of students in particular.

Stress that the gradual impact of this exercise is to build the capacity of schools and communities to generate data by their own and to use it for decision-making processes helpful to mitigate problems that their schools face.

Use the next 10 minutes to present the following questions/activities for group work.

- Go through each question in each instrument.
- Identify questions that need more clarity.
- Identify problems that you may face in the collection of data from schools and communities.
- Suggest questions, points and ideas that need not be part of the instruments
- Suggest questions, points and ideas that need to be included in the instruments

Use the following note to present **about the instruments and reporting formats.**

Note for Facilitator:

A. School Baseline Data Gathering instrument

Initially the baseline will be conducted in two phases, an initial phase based on secondary data, observation and interviews with school personnel, and a second phase drawn from community-derived perceptions, problems and priorities using participatory (PLA/PRA) techniques adapted specifically for this project. This will allow staff to be trained on each set of instruments. In subsequent years these two phases may be conducted concurrently. The first phase will be conducted in a cohort of schools soon after SDAs have been seconded and complete their initial training. This phase will concentrate on basic facts about the school and its operating environment.

List of factors included in the school baseline information

- Identification
- Basic Demographics
- Economic Factors
- Traditional Issues
- School Statistics
- Infrastructure
- Teachers
- Teaching-Learning Materials
- PTAs
- Curriculum
- Management
- Temporal Information
- Spatial Information
- Educational Institutions
- Other Institutions, Committees and Projects
- Income Generation Activities
- Derivative Information

B. Project Monitoring Data Collection Instruments

The basis for the M&E system is the collection of data and information by the SDA. They will use SDA-1, SDA-2, SDA-3 to report data.

SDA – 1 also logs the number of visits Woreda Education Onfficials make to the area and whether they talk to school personnel, the PTA, the KETB and/or the community (this being one of the primary project indicators).

 SDA - 2 documents the School Incentive Awards s Program. This School Incentive Awards s Monitoring Form has several features. First, it is separate from the revamped financial system for charting SIAs. However, it has the function of capturing data independently from the financial system so that the M&E database and financial processing systems are not perilously linked.

As part of the project design, Communities/PTAs must achieve certain criteria for qualification to access three levels of School Incentive Awards s: 6 criteria for level 1, 8 for level 2, and 10 for level 3. SDAs will chart progress towards achieving these criteria at each level. This allows management to project cash needs, as well as to evaluate which criteria are the most difficult to achieve. This form may also help to identify additional staff training needs, capacity building packages, or, a re-think of the School Incentive Award criteria.

This instrument also charts: a) the accumulation of community savings required as match for the project incentive grant; and b) the start and completion date of the project (a useful management tool to determine the rate of implementation). When the project has been completed, the community contributions (and those of others, identified by source) are copied from the financial records and are entered into the M&E database (thus keeping original financial documents in the Finance Dept. files). Finally, the NUMBER of people who participated in the specific activity is captured from project implementation documents (already established in BESO I), rather than only the value of labor as an additional measure of community participation. This has been added to address sub-IR 3.2, the number of community members who participate in school development activities.

SDA-3 (Table - 12), relies on the minutes of meetings and recollections as the data source. This Monthly Institutional Issues Monitoring Form captures how many issues were raised in meetings of particular institutions (PTA, Girl Advisory Committee, Peasant Association etc.), how many pertained to education, and the percentage that address the issues of quality and equity (from the menu of qualifying issues developed at the USAID M&E workshop). Over the course of the CGPP, the menu of issues that qualify may change somewhat and staff may be required to perform some manual re-calibration from raw data to reflect new issues that were not on the original list. In this instance, Zonal Coordinator review of the issues raised will flag (hopefully early) when this re-calibration process must begin.

C. Annual School Profile Updating Instrument

The School and Community Profile Updates are compiled annually from primary data collection (by SDAs and others). Secondary data include information such as school enrollment from the REB, cumulative activities undertaken by the project (number of people trained, number and types of incentive grants), and the PTA (the issues discussed and referred to government), and the government (WEO visits). Note that it proposes a year-by-year comparison format, so that trends can be quickly identified (changes in enrollment vs. WEO visits vs. PTA concentration on equity/quality issues). This update is best conducted at the end of the end of the school year (May - June) understanding that the first update would not cover 12 months. SDAs would collect primary data; regional staff collects the REB and other Ministry of Education data, and the M&E staff compiles 12 - month aggregates of M&E data.

D. Duration and Timing for the Collection of Data

A. School Baseline Data Gathering instrument
   Immediately after a school enters into the project

B. Project Monitoring Data Collection Instruments
   Every three months after a school enters into the project and the collection of baseline data

C. Annual School Profile Updating Instrument
   Every year after a school enters into the project

Group work/task

Activities for the facilitator

- Distribute the Instruments
- Give the questions and make sure that each participant has the questions
- Group participants with manageable size/s. Grouping may follow different strategies
- Provide participants with flip chart, marker and white paper
- Tell the participants to elect their chairperson and secretary
- Move around to help and guide the discussions
- Have group presentation back on plenary
- Have follow-up discussion on issues raised

During and after plenary presentation by each group

- Make sure that presenters stick to the questions raised
- Summarize presented points and problems raised
- Let group members add to the points and problems raised
- Forward questions that you fell will give more insights to participants
- Summarize presented ideas, responses

Activity 5 – Plenary Presentation, Group Work and Discussion Session

Objective: SDAs will be able to Submit quantitative and qualitative reports on BESO II CGPP activities at school and community levels realizing the significance of reporting to the project

Content: Data gathering, summarizing and presentation techniques and reporting skills

- Some basic data presentation methods/tools necessary for monthly and/or annual reporting (e.g. %, tabulation)

- Compiling success stories

Duration: 1½ Hours

Distribute Success story Reporting Formats

Use **the first ten minutes for introduction**

Fund-Raising Bazaar in Shefite School

This school was targeted as a BESO II CGPP School in May 2003 and started the project's works after the KETB and PTA members took part in the second School Orientation Workshop (SOW II) in Soddo town. The school is located in Gofa Woreda, which is in Gamo Gofa Zone.

The project office in Awassa received an invitation from the school that requested the attendance of the Project Director and other CGPP staff members at the fund-raising bazaar that was to be held on 22 June 2003. Therefore, in response to the invitation from the school, the Regional Project Director and the Training & Program Officer together with two Zone Coordinators went to attend the fund-raising ceremony.

On that date, the team from the project office together with the WEO Head arrived at the school at 11:00 AM after traveling 9 kms from the Woreda town. At the gate of the school, there was a banner that read about the BESO II CGPP, which was stated as the cause for the initiation of the fund-raising bazaar. In the school compound many people (parents, teachers, KETB/PTA members, students, etc.) were engaged in different sorts of activities. Some were cooking food for the purpose of sale, others arranging seats for the invited guests, decorating places, and so on. A large pile of stones willingly transported by the students and wood contributed by community members for construction works was noticeable at first glance of the compound.

The Bazaar Committee that consisted of teachers, students and parents had started mobilizing the community after participating in the first program orientation workshop with the community members. Teachers, students, KETB and PTA members made a house-to-house campaign and talked to different religious institutions in order to persuade them to participate in the school improvement project. According to the committee, it was this campaign that made the bazaar successful.

Gradually, the school compound was filled with a large number of people who came to the school singing and dancing in different groups. Everybody was expressing their pleasure in different ways. These people came to the school with the different forms of contributions they had promised before. Their donation/contribution was both in cash and kind. Some came with an ox and others with money. One man donated his dear treasure (a cup made of a horn of buffalo), which he had received as an inheritance from his grandfather many years before. The committee was ready to sell this material at auction

In the Bazaar Ceremony there was a show of various sport activities by the students of the school. The students also sang a song requesting the community members for assistance to their school. Among the contributions 15 teachers of the school donated seven hundred fifty (750) birr.

Community Participation in Kucha Woreda

Qucha Woreda is one of the new Woredas in which the BESO II CGPP started its project activities in the second round intervention. According to the oral report of the SDA in this Woreda, the communities of the four schools have made significant contributions to their schools. This is stated as follows. <u>Chaba Beles School</u>
- 43 heads of cattle (cows and oxen)
- 15 goats
- 5 pots of butter (Each of the pots contains 10kg. of butter)
- 1 pot honey of value 150 Birr
- 3,500 Birr

➤ <u>Chaba Sonba School</u>
- 8 oxen
- 1 goat
- 4,500 Birr

➤ <u>Woide Wako School</u>
- 4,500 Birr
- 3 oxen
- Coffee and many other materials

Murancho Gorche School

A Good Deed of the PTA in Murancho Gorche School

The contribution of the PTA of this school is worth mentioning. In its efforts to improve the primary education of the school, the PTA of Murancho Gorche School in Shebedino Woreda (Sidama) conducted a house-to-house campaign for returning school dropouts to their school. While doing this, the PTA was asking the reasons for students' dropout. It was attracted by the reason of one of the girls who dropped out of the school due to harassment from her homeroom teacher. As the girl and her parents told the PTA, because she said "No" to her homeroom teacher's propositions, he repeatedly harassed her. His request for a personal relationship with the girl got stronger and stronger. Therefore, she was forced to quit her schooling when the situation was beyond her control.

Learning of this allegation, the PTA continued investigating the case and was able to discover that the teacher has had previous records of misbehavior. Therefore, the girl decided to return to her school after she was encouraged and received confirmation for her future security. The PTA was also able to penalize the teacher for his serious breaches of behavior in the school. It finally reported the decision reached to the Kebele Education and Training Board (KETB).

9. DAY FIVE PROCEEDINGS

Session One: School Resource Management

Objective: At the end of the session SDAs should have basic knowledge and skill of school financial management and provide support to PTA/ KETB.

Time allotted: 1½ hour

Materials: Guidelines for School Financial management

Method: Presentation and Discussion

Content	Method	Duration
• Sources of school income • Requirements for proper use of school finance • Transparent financial management in Practice • Major problems in school financial management • Proposed solutions to overcome the identified problems	Presentation Discussion	45 minutes 45 minutes

Questions for Discussion

• What are some local resource mobilization strategies that can increase schools internal income?
• How can you provide support to manage school income, expenses, assets, books and other resources?
• What are the current practices in financial management?
• What are your suggestions to institute proper school financial management?
• How can PTA/KETM manage community contributions?

Session two: Characteristics of Effective Schools

Objective: at the end of this session SDAs should be able to categorize school problems as related to input, teaching learning process, to school environment and output and propose actions to be taken to make schools effective in their service to the community.

Time allotted: 1½ hour

Methods: Presentation group work and discussion

Materials needed: Handouts on Characteristics of Effective Schools

Content	Method	Duration
• Inputs for schools • The learning environments of schools • Context of Learning in Schools • The teaching learning Process • School outputs	Presentation Discussion	30 minute 30 minute

Group work/task

- ♦ List problems of your school
- ♦ Identify problems related to input (examples)
- ♦ Quality of teaching force (what can you do about it)
- ♦ Availability of text books (where and how can the school obtain books)
- ♦ Classroom conditions (desks, light, conditions of windows and doors, physical structure of the rooms (floor, dust, and cement): what can be done by local community/WEO/NGO?
- ♦ The health and motivation status of students (what can parents and health professionals do?)
- ♦ Community and parental support to school
- ♦ WEO and government support
- ♦ What can you do to improve your school?

Session Three: Educational Quality

Objective: At the end of this session, SDAs should be able to discuss the major educational quality issues that will help them in providing technical support to PTAs.

Time allotted: 2 hours
Methods: Discussion in small groups
Materials: questions and options tool

Activities

Activity 1: Read the following points carefully
Activity 2: Ask SDAs to fill in specific options to deepen their understanding and enhance their readiness to act

Tool: Questions and options

Matrix of questions and options

Discussion Question	Options (global)	Specific local options (Examples only)
What are some key components of educational quality?	o Healthy, well nourished, and motivated students	Discuss with Parents, through PTA: • Encourage parents to provide breakfast for their children o Establish and run School canteen through community contributions, if possible o Establish working relationships with an NGO to run a school feeding program
	Well motivated and professionally competent teacher	o Define codes of conduct and ensure their observance o Request teachers to identify and submit learner profile for each subject and grade level o Discuss and negotiate with WEO to provide short term in-service training o Solving problems facing teachers (such as housing and others) o Reward teachers for their good performance

	o Adequate, environmentally friendly and easily accessible facilitates	o Drinking water in the school compound o Separate toilets for boys and girls
	o Healthy, safe and protective learning environment (physical and social)	o Protecting girls from harassment, abduction, etc. through Girls' Advisory Committee o Fencing school compound o Training and assigning student police
	o Adequate evaluation of learning environment, process and outcomes	o Continuous assessment and support for students
	o Participatory governance and management	o PTA and KETB exercise leadership of school o School invites and encourage community support for school
	o Respect for and engagement with local communities and culture	o Flexible schedule to satisfy local demands o Inviting religious and community leaders to school to obtain their support

Activity 3: Pose the following questions to SDAs (in groups/ individual)

1. Which component(s) of educational quality is more relevant for your school?
2. Which component(s) of educational quality is very poor/missing in your school?
3. What additional quality factor is observable in school you came from?
4. What specific options do you have to improve them?

Activity 4: Community school relations

Ask trainees to answer the following questions

- Do teachers plan and discuss in groups ways to enhance educational quality in your school?

- Is there peer tutoring/peer learning for students during free class hours?

- How is the relation of School headmaster with teachers?

- How often do teachers discuss quality improvement issues with parents?

- What can you do to improve the school community relations to improve educational quality?

Activity 5: The role of parents to enhance education quality

- How can PTAs and KETBs follow-up and assess whether students have actually acquired new knowledge and skill in school?
- How can the school director help PTA and KETBs in this regard?
- What feedback mechanisms can be put in place in schools to let parents know the status of their school?
- How can parents who have never passed through the gates of primary schools provide support their children to learn better in schools? I
- How can unschooled parents know if children are actually doing well in school?
- How can the school provide feedback to the parents?

Activity 6: Student achievement

Discussion questions:

- What is the performance of student in school based tests and examinations?
- What life skills can students acquire as a result of schooling?
- What can mothers do for their daughters to have time to study at home?
- Do you think that graduates of your school can become better farmers? Do they have the skills and knowledge needed to protect their environment? Can they lead a healthy life? If not what can your school do?

Session four: Sustainability of WLE BESO II CGPP

Objective: At the end of the training SDAs will be able to develop sustainability plans for activities in the schools

Methods: Group discussion

Duration: 1½ hours

Activities

1. Brainstorm on the concept of sustainability
   - Program Sustainability: Government (REBs) overtaking and running the program when the project ends
   - Impact sustainability: communities continue to provide ongoing support to school when the project ends
2. Pose discussion questions from the list below to groups and ask them to report back on plenary
3. Discuss on the results and summarize with your input using the notes below. Also include additional strategies to the list (menu)

Note for Facilitator

One of the requirements of second phase school improvement plan (project) is that communities must start developing a sustainability plan.

As a School Development Agent your initial support is very crucial. Below are initial thoughts that serve as starting points. You have to initiate discussions with community members and get their ideas and make the list complete.

Discussion Questions

- What is the sustainability plan? How are you going to support schools in planning school improvement in a continuous way?
- What are the contents of your sustainability plan?
- What should be the role of school community in sustaining school improvement activities?
- What should be the role of WEO and other educational system for continuous improvement?
- How can SDAs support and coordinate the efforts of partners for sustainable school improvement?
- Who is responsible to develop and implement sustainability plan?
- What are some strategies that sustain school improvement?

Note for Facilitator

Following are some strategies that contribute to sustainability of school improvements.

♦ Continued local initiatives to support schools in an organized way such as school improvement day, girls' education day, Kebele Education Day, community celebrations for honoring school-age children etc.
♦ Successful implementation of BESO II CGPP with communities and government active involvement
♦ Building local capacity during implementation of the project to take over the activity.
♦ PTAs and KETB and Education officials encourage direct participation of traditional, religious and civic institutions and form local alliance to support primary education
♦ PTAs, KETB, and schools show parents that problem of schools means their children's problem and get their support to improve schools.
♦ PTA and KETMB are held accountable to the local community and utilize resources of the community wisely and effectively for school improvement
♦ Community members remain motivated for future involvement in similar effort.
♦ Building trust among all stakeholders
♦ Learning from BESO II CGPP, when local communities become self-supportive and able to generate income for schools
♦ PTAs, KETB, and schools develop and implement at least one school improvement proposal every year.

Contents of Sustainability Plan

A good sustainability plan should contain several parts:

1. A very brief statement of why sustainability for community support of the school is important.
   a. Include a statement about who participated in the development of the ideas included in the sustainability plan. Were there any women who contributed ideas or suggestions?
   b. What was the process of developing the plan? We had three meetings; we met at school, etc.
2. What are the steps and procedures that will be undertaken as part of the sustainability plan EACH YEAR - below are only ideas and there can be other things
   a. Repair of classroom, fence, latrines, furniture, blackboards, sports fields, etc.
   b. Annual school improvement day
   c. Setting annual targets each year to improve achievement, quality, promotion, etc.
   d. Plan to raise school internal income – from what source and how?
   e. Purchase of books for the library, textbooks etc.
   f. Girls Advisory Committee Activities – plan to reduce harmful traditional practices affecting girls – how and who would be responsible?
   g. Hiring of community teachers
   h. Raising of funds from the community, other NGOs etc.
   i. Regular community meetings - report to the community about "How Good is our School?
   j. Annual Award ceremony for good students or excellent teachers
   k. Annual School Celebration Day to welcome new students and/or to give awards and recognition for good student performance
   l. Others

3. Who will be responsible for each action
   a. PTA/KETB committee, teachers, headmasters, selected parents, students, Idir, etc - maybe all
   b. Other agencies such as WEO, Women's Affairs, Kebele, Peasant Association etc
   c. How do we replace members who are transferred, move away, are no longer able to work regularly etc. -- perhaps through yearly meeting, general assembly of community, in consultation with WEO (depends on government regulations in some cases)

4. How do we monitor activities after SDA is not at school regularly?
   a. Keeping records of meetings
   b. Keeping financial records
   c. Reports to the community - by whom? About what? How often?

5. Schedule of activities each year.
   a. This should be listed by month or quarter - does not have to be exact date.

10. DAY SIX PROCEEDINGS

Session one: PoPCI (Popular Participation in Curriculum and Instruction)

Objective: At the end of this session SDAs will be able to:

- Appreciate the importance and use of local knowledge and work closely with local experts and teachers to localize curriculum
- Become familiar with strategies on how community participation in classroom instruction can be achieved in practice

Methods: presentation, group work and discussion

Duration: 2 hours

Materials: Handouts, flip chart, Marker

Content	Method	Duration
• Why PoPCI(Objective) • How PoPCI functions • Elements of PoPCI • Strategies to incorporate local knowledge into curriculum	Presentation Group work Discussion	45 minutes 30 minutes 45 minutes

Questions for Discussion

- What kinds of local knowledge do you think are important to the learning of children? Why?
- Are there local people in the community that can demonstrate local skills to the children? Who can teach what skills?
- Does local knowledge fits into the curriculum? Can you give examples?
- How can you support teachers and knowledgeable local men and women to work jointly to deliver lessons to students?

Session two: Strategies to Incorporate HIV/AIDS into BESO II CGPP Schools' activities

Objectives: At the end of this session, SDAs will be able to:

- Support schools and communities to incorporate HIV/AIDS into their activities.
- Provide technical assistance to schools and communities in fighting the pandemic.

Time allotted: 2 hours

Materials: Presentation and Discussion notes

Methods: presentation and discussion

Content	Method	Duration
• Strategies to incorporate HIV/AIDS into schools' and community activities	Presentation	30 minutes
• The need for incorporation: its impact on education and the workforce	Group work	30 minutes
• The use of school clubs to reach the school community	Discussion	1 hour
• How to incorporate into school curriculum		
• Other out-of-school activities in the community		

Discussion Questions

- Do you know any one who is HIV-positive?
- Do you think that it is your responsibility to provide care and support to people living with HIV/AIDS?
  - What are your experiences in incorporation of HIV/AIDS into schools' activities?
- Why have we failed so far to control the spread of the disease? How successful we are in fighting the pandemic?
- What have you done in your school personally/in group to control HIV/AIDS?
- What have you done in your own schools to prevent and control HIV/AIDS
- How can we develop positive attitude towards protecting our children while they are in primary schools and in the communities?
- How can we bring about the desired attitudinal and behavioral change to save the lives of millions of children and youth in school and out of school?

Session three: Orientation for Field Exercise

Objective: At the end of the session SDAs should be able to clearly identify objectives and methodologies of the fieldwork for better results.

Duration: 1 hour

Materials: Guidelines for Fieldwork and Data gathering instruments

<u>**Orientation notes**</u>

After classroom training, the SDAs will have an opportunity to practice school development activities through fieldwork in nearby elementary schools.

Three or four small groups will be established and visit nearby elementary schools, approach the school Director, talk to teachers, make classroom observation, interview some students and support staff of the school, perform actual document analysis (if there is any) and try to find out how the schools are functioning. At the same time another group will meet with the local community and find out their attitude and perception regarding primary education and particularly the schooling of girls. They will raise questions regarding their willingness to involve in the school improvement activities and how they think they can contribute.

The schools to be visited should be BESO II CGPP not to raise expectations that may not be fulfilled during the fieldwork.

Using the instruments developed by WLE's Monitoring and Evaluation section, SDAs gather relevant information and present their findings, propose plans and develop simple proposal to solve the school problems. These documents must be submitted in writing as they can further be used for follow-up and monitoring activities of training programs.

The approach below can serve as a tool to undertake the fieldwork

- Go to the school
- Meet with the head teacher
- Introduce yourself.
- Ask for his/her time to explain the purpose of your visit and get his permission (if you have an official letter, show it to him or her.)
- If you are meeting with school teachers, students, PTA members and KETB, and other community leaders, discuss with them separately regarding:
    o The problem of the school, the problem of girls' education etc. Just have your checklist of issues/question
    o Triangulate your information/data by asking questions for clarity, what do you mean when? What do you mean by? Changing methods, audience and time.
    o Ask them to prioritize the problems to be solved first and why.

    Present your findings the next day to focus group representatives of all to build consensus on issues.

- Discuss with them the means to achieve the end
    o The strategy, how
    o The need for and capacity to solve the problem

- o   Resources? How much we need and which specific resources (labor, material, finance) and from what sources
- o   Time? How long would it take? Is this the right time and why?
- o   Expertise? Who can do it and where do we get

- Assist the communities and representatives in development of a strategic plan and getting it approved.

11. DAY SEVEN AND EIGHT PROCEEDINGS

Training module: Fieldwork

Objective: At the end of the fieldwork, SDAs will be able to:

♦ Provide technical support for PTAs/KETBs and Schools for school improvement and assist schools in problem identification, prioritization and development of proposals for improvement.
♦ Obtain and gather reliable and timely data that can help the decision making

Methods: Observation, interviews, document analysis, focus group discussion

Duration: Two days

Materials: Fieldwork Guidelines, Monitoring and Evaluation Data Gathering instruments notebooks, flip chart and marker.

GUIDELINES FOR FIELDWORK

• Use a small team with a good mix of backgrounds and an interest in the topic.

• Choose a team leader. This person is responsible for guiding the daily work of the team and facilitating discussions. The responsibility of collecting and sorting filled-in forms, and handing out blank forms as necessary, can be done by the team leader or preferably delegated to another member of the team.

• Triangulate: methods, team, information sources (site, people).

• At the site of the fieldwork discuss the objectives of the fieldwork with the community leaders and the key community members and make arrangements for group dialogue.

• Start the fieldwork by obtaining broad background information, which will form a basis of knowledge for further inquiries.

• Identify a high vantage point from which to obtain a visual overview of the community.

• Start with something simple (e.g. direct observation, key participant dialogue, non-controversial issues) before approaching more complex issues and more sophisticated methods.

• Identify and carefully select community members and key participants. Choose participants based on variations and differences (e.g. compare successful and less successful parents in educating their children to identify community perceptions on values of schooling, compare children in-school and school dropouts to understand student perspectives). Choose participants based on their characteristics, their knowledge, their experience and not randomly. The size of the sample depends on the homogeneity and size of the community and the topic. In complex urban area a larger sample is needed than in rural

---

communities.

- Improve the quality of information and learning by combining dialogue with direct observation. The context of the information is as important as the learning itself.

WRITING THE FIELD REPORT

Ask yourself:

- Who will read the report (Community, Government, WLE, Donors)?
- What will the report be used for?
- What should the report contain?
- How should the information be presented?
- Who will write the report?

Guidelines for the report:

- Keep it short and clear, and use short sentences.
- Prepare it quickly, as the finding must be timely.
- Make sure it reaches the right people so the results can influence decisions.
- Choose a form of communication, which catches the attention of the reader.
- Organize the report in a logical, easy-to-follow outline and make it as understandable as possible. Use sub-headings.
- The evidence presented should be convincing.
- Concentrate on what will be used by the community.
- Make full use of charts, tables, diagrams, and illustrations prepared during field work.
- Circulate the draft to team members and key participants before finalizing
- Team members should write the report in the local language.
- Distribute the report to interested individuals and institutions.

Report Outline

1. Title/Topic
2. Objectives
3. Methodology
4. Main findings
5. Recommendations
6. Next steps
7. Attachments (selected diagram, maps, pictures, statistics etc.

Steps of Report Writing

1. Prepare an outline
2. Organize and arrange the information according to the outline
3. Draft the report
4. Review and revise the narrative with the team and key participants
5. Finalize the report
6. Copy the report.
7. Distribute the report
8. Implement the recommendations

12. DAY NINE PROCEEDING

Session one: Fieldwork Report (Presentation and discussion)

Objective: At the end of the session, SDAs will be able to report back on plenary the findings of the field work addressing relevant issues of BESO II CGPP implementation.

Method: group presentation and discussion

Duration: 2½ hour

Materials: Fieldwork summary report of each group

Discussion question

- What are the most important things you learned from the fieldwork?
- What are the challenges that you encountered during the fieldwork?
- How did you manage to overcome them?
- Can you summarize your findings using report card (see Page 91)
- Explain what you have seen in the report card.
- Suggest possibilities to improve community report card.

Session two: Evaluation of the Training

Evaluation

1) Outline of evaluation questions

Evaluation questions	Sub question	Why the question is important
1. Who attended the workshop?	• What is their number? • Experience & Qualification • Training attended • Expectations	To use their prior experience during training To include their expectation into the training
2. Did participants think the training sessions were useful	• Was it interesting? • Useful?	If they don't like it they won't learn it
3. Did learning objectives met?		Basis to judge the success of training
4. What problems arose during delivery?		Required to consistently update training
5. What uses were made of the training	What were the applications, benefits and effects	Will serve as impact data and will be used as needs data in the next training proposal
6. Is the workshop responsive to needs?		To base the next training proposal on identified needs for improvement

2. Information Collection Plan

Information Collection Procedures	1. Who attended the SDA training? a. Number b. Experience and qualification c. Training attended d. Expectations	2. Did SDAs think the training was useful?	3. Were training objectives met?	4. What problems arose during delivery?	5.what uses were made of training a. Actual use b. Benefits	6. Is it responsive to needs?
A) SDAs complete registration formats and their expectation at the beginning of training	X					
B) SDAs complete daily and a final evaluation questionnaire at the end of training		X	X			X
C) Staff keeps note on SDAs' use of training materials particularly during group work activities		X		X		
D) At post workshop meetings, staff discuss problems encountered during training			X	X		
E) Staff member(s) meet with SDAs and Zone Coordinators and discuss use of training and the training needs emerged after this training; SDAs include training aspects into in their Monthly report.					X	X

3.Information Collection: How Each Procedure Works

Procedure	Evaluation Questions Addressed	Schedule for collection	Respondents	Sample	Instruments used
A) SDAs complete registration formats and their expectation at the beginning of training	1	Beginning of the workshop	SDAs	All	Registration Questionnaire and expectation of participants asked and discussed upon.
B) SDAs complete daily and a final evaluation questionnaire at the end of training	2	End of each training day/at the end of whole training	SDAs	All	Evaluation questionnaires (open ended)
C) Staff keeps note on SDAs' use of training materials particularly during group work activities	2,3,4	Continuous during training	WLE program staff	1-2	Staff note and Minute
D) At post workshop meetings, staff discuss problems encountered during training	4	End of training	WLE program staff	All	Staff comments and suggestions log
E) Staff member(s) meet with SDAs and Zone Coordinators and discuss use of training and the training emerged after this training; SDAs include these training aspects into in their Monthly report.	5,6	Post training follow-up	Training officers/zone coordinators	All	SDA monthly report

COMMUNITY REPORT CARD[2] (DRAFT)
"HOW GOOD IS OUR SCHOOL?"   DATA - Students Per Desk in Grade 1
School: School-3   Woreda: W   Academic Year: 1995 E. C.

School	No desks	6 Students/Desk	5 Students/Desk	4 Students/Desk	3 Students/Desk
School-1				🌳	
School-2		✴			
School-3			🌳		
School-4	🌳				
	☹	😐	😐	🙂	😊

Daily Evaluation Questions

89

Objective: Provide opportunity for individual reflection about the day.
Assess the effectiveness of the days training.

Time: 15 Minutes

Methods: Individually and in large group

Materials: Daily evaluation sheet

S**teps:**

•   Alert participants that at the end of each day, there will be a pause to reflect on the events of the day

Daily Evaluation Sheet

Region_____
Zone_____

Day _____

1. Forward questions that you would like to obtain more information/clarification. We will address your questions at the beginning of the next day

a.

b.

c.

2. How do you rate the usefulness of the day's training? (Please Tick appropriate Box)

Session Number and name:

☐ **Most useful** ☐ **Very useful** ☐ **Useful** ☐ **Barely useful**

Session Number and name:

☐ **Most useful** ☐ **Very useful** ☐ **Useful** ☐ **Barely useful**

Session number and name:

☐ **Most useful** ☐ **Very useful** ☐ **Useful** ☐ **Barely useful**

Session number and name:

☐ **Most useful** ☐ **Very useful** ☐ **Useful** ☐ **Barely useful**

Thank you!

b) Final evaluation (Questionnaire)

Objective: At the end of this session SDAs will evaluate the training and complete the evaluation questionnaire below.

Evaluation

Please write your comments below to assist us in finding out how useful the workshop has been, and how we might carry the issue forward. Thank you.

1. What did you find most useful about the workshop?
2. What did you find least helpful about the workshop?
3. Was the content of the workshop (please tick the appropriate word/s)

☐ **Most useful** ☐ **Very useful** ☐ **Useful** ☐ **Barely useful**

Comments

4. What do you think you have learned in the workshop?

5. What might stop you using what you have learned in the training? (Include your own attitude and fears)

6. How would you like this training taken forward?

7. Any other comments**?**

Thank you

13. References

Brinkerhoff, R. *et al.* (1986) **Program Evaluation: A Practitioners Guide for Trainers and Educators**; Kluwer-Nijhoff Publishing, The Hague, Netherlands.

Gardner, B, Baranick, A. and Rugh A. (2003) **In my Classroom**, USAID, Washington, DC

Kane, E. (1995); **Seeing for Yourself: Research Handbook for Girls' Education in Africa**, EDI Learning Resources Series, Washington DC.

Leaurs, R. (1996); **A Resource Guide for Trainers and Facilitators of PLA**. Development Administration Group, University of Birmingham. Birmingham, England.

Ruthwell and Kazanas (1995), **Human Resource Development: A Strategic Approach**. Prentice Hall Publishing, Englewood Cliffs, NJ.

The Scottish Office. Education and Industry Department (1998), **Raising Standards Setting Targets: Primary School Support Pack, Gender Issues in Raising Attainment, Edinbrough, Scotland.**

UNESCO (2001) Conference Proceedings; **International Forum on Quality Improvement in Education**, Beijing, China.

Williams, S. (1996), **The Oxfam Gender Training Manual**; An Oxfam Publication, Oxford, England.

World Learning, Inc.

World Learning for International Development

1015 15th St. NW
Washington, DC. 20005
(202) 408-5420 ◆ (202) 408-5497
wlid@worldlearning.org